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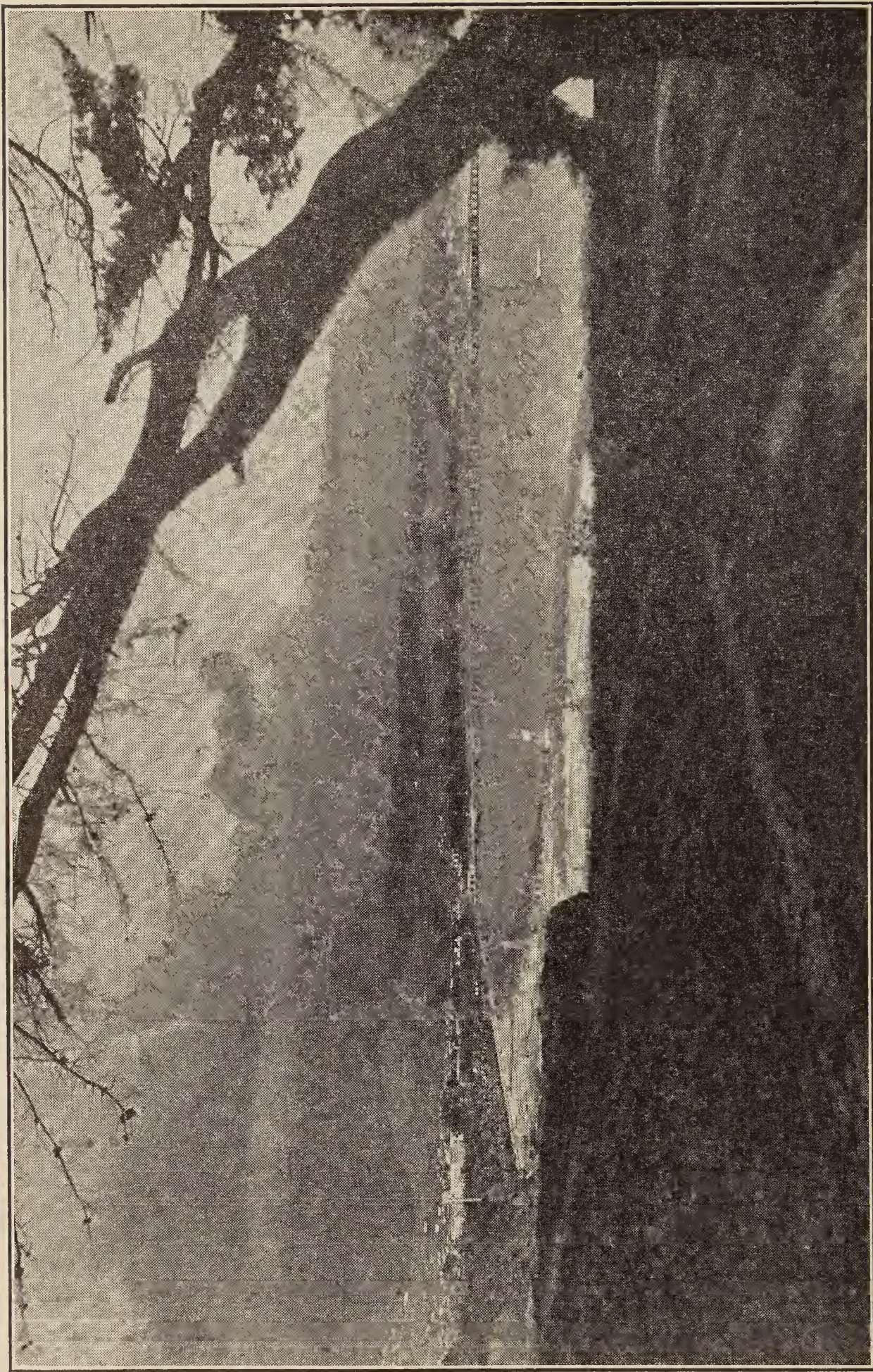
Santa Barbara, California

1933-1934

Circular of Information and Announcement of Courses



CALIFORNIA STATE PRINTING OFFICE
HARRY HAMMOND, STATE PRINTER
SACRAMENTO, 1933



VIEW FROM NEW COLLEGE SITE

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OFFICIAL DIRECTORY

SANTA BARBARA STATE TEACHERS COLLEGE

Administered Through

DIVISION OF NORMAL AND SPECIAL SCHOOLS

of the

STATE DEPARTMENT OF EDUCATION

VIERLING KERSEY, Superintendent of Public Instruction

ex officio Director of Education

SAM H. COHN, Deputy Director of Education

State Board of Education

DR. LEWIS P. CRUTCHER, President

GORDON GRAY

MISS ALICE DAUGHERTY

MISS ALICE ROSE POWER

R. E. GOLWAY

E. P. CLARKE

DANIEL C. MURPHY

ALLEN T. ARCHER

Officers of Administration

CLARENCE L. PHELPS-----President

CHARLES L. JACOBS-----Dean of Upper Division

WILLIAM ASHWORTH-----Dean of Lower Division, Dean of Men

MILDRED C. PYLE-----Dean of Women

JANE MILLER ABRAHAM-----Appointment Secretary, Registrar

WILMA ELIZABETH LOWSLEY-----Financial Secretary

FRED ALLRED-----Controller—Student Body

KATHARINE FAIRCHILD BAIL-----Librarian

IRENE W. CLOW-----Secretary to the President

CALENDAR FOR 1933-34

SUMMER SESSION

June 26, Monday-----Session Opens
July 4, Monday, Independence Day-----Holiday
August 4, Friday-----Session Closes

FIRST SEMESTER

September 14, Thursday.

Applications for admission and credentials of entering students must be filed with the Registrar prior to this date to allow time for evaluation.

September 15, Friday.

Appointments for entering freshmen :

- 9 a.m. Consultation with the Deans.
- 10 a.m. to 12 m. College aptitude test in the Auditorium.
- 1 to 4 p.m. Consultation with department heads in the Library.
Registration and medical examination.

September 16, Saturday.

Appointments for entering freshmen :

- 9 a.m. Registration.
- 10 a.m. to 12 m. English A (English Composition) examination in the Auditorium.
- 1 to 4 p.m. Consultation with department heads, registration, and medical examinations.

Appointments for student teachers :

- 9 a.m. to 12 m. Conference of student teachers with supervisors.

September 18, 19, Monday, Tuesday.

Registration of all returning students. A fee of \$2 is charged for registration after Tuesday, September 19. No student may register later than Saturday, September 30.

September 20, Wednesday.

Instruction begins in all departments.

November 23 to November 26-----Thanksgiving Vacation

December 16 to January 2, 1934-----Christmas Vacation

February 2, Friday-----First Semester Closes

SECOND SEMESTER

February 3, Saturday.

9 a.m. to 12 m. Registration of all students.

Applications for admission and credentials of entering students must be filed with the Registrar prior to this date to allow time for evaluation.

10 a.m. to 12 m. English A (English Composition) examination in the Auditorium.

February 5, Monday.

Registration of all students. A fee of \$2 is charged for registration after Monday, February 5. No student may register later than Saturday noon, February 17.

February 6, Tuesday.

Instruction begins in all departments.

March 24 to April 1-----Easter Vacation

May 30, Wednesday, Memorial Day-----Holiday

June 15, Friday-----Second Semester Closes

FACULTY 1932-33

Clarence L. Phelps, B.A., M.A. (Stanford) ; additional graduate work
 at Stanford-----*President*
 Edna Rich Morse-----*President Emeritus*
 William Ashworth, B.A. (Dartmouth) ; M.A. (Stanford) ; additional
 graduate work at University of California and Stanford-----
Dean of Lower Division; Dean of Men; Head of English Department
 Katharine Fairchild Ball, B.A. (Pomona) ; certificate University of
 Pittsburgh; graduate Los Angeles Library School-----*Librarian*
 Helen M. Barnett, B.A. (University of California) ; M.A. (Uni-
 versity of Southern California) ; special work in voice production,
 Chicago, Los Angeles, London-----*Director of Music*
 Elizabeth L. Bishop, B.S. (Teachers College, Columbia) ; M.A., Ed.D.
 (University of California)-----*Psychology; Research*
 Alice V. Bradley, B.S. (Wisconsin) ; M.A. (Whittier) --*Home Economics*
 Margaret M. Burke, B.A. (Pomona) ; M.A. (University of Southern
 California) -----*English*
 Austine I. Camp, Wellesley College----- (part time) *Weaving*
 Lewis C. Carson, B.A., M.A. (University of Michigan and Harvard) ;
 Ph.D. (Harvard)----- (part time) *Geography and Philosophy*
 Cheever, Walter L., 8 years study in Museum of Fine Arts, Boston ;
 special study with Franklin Benson and Edmond C. Tarbell-----*Art*
 Edith O. Churchill, B.A. (Santa Barbara) -----
 -----*Institutional Management; Cafeteria Manager*
 Florence L. Clark, B.A. (Pomona) ; State Teachers College, Santa
 Barbara ; M. A. (Columbia)-----*Home Economics*
 Mary E. T. Crosswell, Pratt Institute ; portrait study with John M.
 Clawson ; sculpture with Herbert Adam ; design with Arthur W.
 Dow-----*Head of Art Department*
 Harold McDonald Davis, B.S. (University of Illinois) ; M.A. (Stan-
 ford)-----*Head of Physical Education Department*
 Marie June Davis, B.A. (School of Speech, University of Southern
 California) ; graduate work at Stanford and University of Cali-
 fornia----- (part time) *Public Speaking*
 Ruth M. Doolittle, Chouinard School of Art ; B.A. (Santa Barbara) ;
 M.A. (Stanford) -----*Art*
 Charlotte P. Ebbets, graduate Pratt Institute ; special work Teachers
 College, Columbia, Harvard---*Head of Home Economics Department*
 Roy P. Eichelberger, B.S. (University of Idaho) ; M.A. (Teachers
 College, Columbia) -----
 ----- (part time) *Directed Teaching, Junior High School Education*
 William H. Ellison, B.A. (Randolph-Macon) ; M.A., Ph.D. (Uni-
 versity of California)-----*Head of Social Science Department*

- Emanuel E. Ericson, B.S. (Stout Institute); M.A. (University of Southern California)-----*Head of Industrial Education Department*
- Isabel Morton Fish, graduate School of Museum of Fine Arts, Boston; graduate Evening School of Drawing, Boston-----*Art*
- Winifred M. Frye, B.S. (Milwaukee-Downer); additional work University of Chicago; Columbia Commonwealth Art Colony-----*Home Economics; in charge of Household Art*
- Fred L. Griffin, graduate Mechanics Institute, Rochester; B.A. (Santa Barbara); additional work Syracuse University and Montana State College; practical experience Franklin Automobile Factories; engineering department, Duluth Shipyards-----*Woodwork; Sheet Metal*
- Marie T. Hennes, B.A. (Santa Barbara)----- (part time) *Supervision*
- Winifred Weage Hodgins, B.S. (Washington); M. A. (Columbia)-----*Physical Education*
- Gertrude Hovey, English School of Guiding, "Foxleafe," Hampshire----- (part time) *Scouting*
- Charles L. Jacobs, B.A. (Columbia); M.A. (Stanford); Ph.D. (Columbia)-*Dean of Upper Division; Head of Education Department*
- Roy Lawhorne, Commercial Artist----- (part time) *Art*
- Clifford E. Leedy, B. Mus. (University of Southern California; graduate work University of Southern California)-- (part time) *Music*
- Edith M. Leonard, B.E. (Chicago Academy and National Kindergarten and Elementary College, Chicago); M.A. (Claremont Colleges)-----*Director, Kindergarten-Primary Teacher Training*
- Florence W. Lyans, Pratt Institute; University of Chicago School of Fine and Applied Arts; B.A. (Santa Barbara)-- (part time) *Jefferson Elementary School and Industrial Education Department*
- Calvin McCray, B.A. (University of Southern California)----- (part time) *Scouting*
- Raymond Goss McKelvey, A.B. (Cornell); M.A. (Claremont Colleges); graduate student London School of Political Science, Ecole des Etudes National, Geneva-----*Social Science*
- Edward L. Markthaler, M.D. (Columbia)-- (part time) *Health Education*
- William Clarence Maxwell, B.A., M.A. (Stanford); Ph.D. (University of Washington)-----*English*
- H. Edward Nettles, B.S. in Ed., M.A. (University of Missouri); Ph.D. (Cornell); additional work, Cambridge University----*History*
- William W. Peters, B.A., M.A. (Knox); M.S. (Illinois); additional graduate work at Illinois and University of California-----*Physics; Mathematics*
- Agnes G. Plate, B.A., M.A. (Stanford)-----*Physiology*
- Elsie A. Pond, B.A., M.A. (Stanford); additional graduate work, University of Colorado, University of Hawaii-----*Education*
- Laura Specht Price, B.A. (University of Minnesota); M.A. (Stanford)-----*Director of Elementary Teacher Training*

- Mildred C. Pyle, B.A. (Western College) ; M.A. (University of California) ; additional graduate work at Columbia University-----
-----*Dean of Women; Social Science*
- Eda Ramelli, B.A. (California) ; M.A. (Stanford) ; two years' travel abroad and study at Centra de Estudios Historicos e Investigaciones Cientificas and University of Madrid----*Foreign Language*
- Charles Robson, B.A. (University of Rochester) ; graduate study at Universities of Geneva and Berlin-----*(part time) French*
- William L. Rust, trained in engineering, Birmingham, England, and Dunkerque, France; practical experience as chief engineer; proprietor machine shop and commercial garage; master mechanic and engineer, Loughhead Aircraft Company, Santa Barbara-----
-----*Automotive Theory and Repair; Machine Shop*
- Hazel W. Severy, B.A., M.A. (Stanford) ; D.Sc.O. (research work College of Osteopathic Physicians and Surgeons)-----
-----*Head of Science Department*
- Roy L. Soules, B.A. (Santa Barbara)-----
---*(part time) Directed Teaching, Industrial Education Department*
- Leon Trimble, B.A. (Illinois)-----*Physical Education*
- Gladys Van Fossen, B.A. (University of Minnesota) ; M.A. (Columbia)-----*Physical Education*
- Earl Fiske Walker, B.A. (Nebraska Wesleyan University) ; Ph.G. (Nebraska University) ; M.A. (Nebraska University) ; additional graduate work at Chicago University and Stanford----*Science*
- Harrington Wells, B.A., M.A. (Stanford)-----*Science*
- Schurer O. Werner, B.A. (Santa Barbara) ; practical experience in Architectural Drawing and Building Construction-----
-----*Architectural Drawing; Electrical Construction*

ASSISTANTS

Administrative Offices

Clerical Assistants

Dorothy Dowling	Mamie S. Miller
Evelyn Hylton	Phebe Steer
Wilhelmina Menken	Lorraine Woolman

Health and Physical Education

Alice Gross, Accompanist
Elizabeth Sweet, R.N., Office Nurse

Library

Della Haverland, B.A., Lincoln Library
Luella S. Wharton, B.A.

Industrial Education

Teaching Assistants

Karl Houtz	Ralph Porter
Edwin T. Maier	Charles Richardson

Students' Cooperative Store

Ora Willits, Manager
Stuart Thompson

GENERAL INFORMATION

LOCATION

Santa Barbara is a most delightful city of more than 40,000 population. It has one of the most attractive natural settings in the country, and the combination of its scenic beauty and its delightful climate attracts visitors and homeseekers from all parts of the world. It is essentially a city of homes and has a superior type of citizenship, all of which taken together makes it an admirable place in every way for the location of an educational institution.

The college is built on a tract of land containing sixteen acres, located on Mission Ridge within the city limits. It overlooks the entire city and commands a view of the Santa Barbara Channel and the islands beyond it. Goleta Valley, with the Pacific Ocean in the distance, spreads out in another direction, while high mountains rising up impressively almost from the campus itself complete the grandeur of the picture which annually delights the thousands of people who come to view it.

There is no more equable climate in all California than in Santa Barbara. Official records show that the difference between the mean temperature of summer and winter is only twelve degrees at any one given hour of the day and night. The hottest hours of summer rarely exceed ninety degrees, and the coldest nights seldom register a temperature below thirty-two degrees. There are on an average two hundred and forty clear days during the year and of the remaining, sixty are wholly cloudy, and sixty-five partially so.

HISTORICAL

This institution was founded by legislative enactment in 1909, under the name of the Santa Barbara State Normal School of Manual Arts and Home Economics. Its first sessions were held in the Blake Memorial Building of the public schools of the city. Later, the present commanding site was secured. The first buildings were completed and occupied in 1913.

Within the next six years three other buildings had been completed, and the departments of art, physical education and music had been added. In 1919 the Legislature added the general professional department and changed the name of the institution to The Santa Barbara State Normal School. Again, in 1921, by legislative enactment, the institution changed its name to The State Teachers College of Santa Barbara and secured the right to develop courses leading to the B.A. degree upon approval by the State Board of Education.

At the present time, all major departments in the college grant the B.A. degree upon authorization by the State Board of Education.

RECENT DEVELOPMENTS IN BUILDINGS AND CAMPUS

The original "Quad" building, familiar to alumni, has been remodeled and reequipped, and is in use now wholly for classroom and laboratory work. In it are located the laboratories equipped for work in chemistry—inorganic, organic, food, textile and physiological chemistry; for the biological sciences and for physics.

The art department is located in this building, and has its own lecture room and suites of laboratories for various phases of its work. There is a craft laboratory fully equipped with tools for teaching toy making, bookbinding, leather tooling, jewelry and pottery. Adjacent to this room is the kiln room with its kiln for firing pottery, and its moulds and wheels. The weaving laboratories on the mezzanine floor are equipped with many two-, four-, and six-harness looms of Swedish pattern, besides Barbour and table looms, providing altogether a full outfit for weaving cotton, linen, silk and wool textiles.

Ebbets Hall, the new home economics building, made possible by an appropriation made by the Legislature of 1927, houses modern equipment for carrying on home economics training by approved methods, under ideal conditions. It contains four laboratories for cooking and demonstration and dietetics work, each equipped with electric ranges and other modern labor-saving devices. A large laundry room is provided with stationary tubs, several varieties of patent washers, patent ironers, electrically heated drying closet, and other modern laundry appliances. One room is especially fitted for the courses in home nursing and table service.

The clothing and textile laboratories in this building are beautiful and spacious, well lighted and thoroughly furnished with new equipment. The Colonial textile room has a large fire place with early American appointments. The room itself is patterned after Capen House (1693). Its beamed ceiling and furnishings of spinning wheels and chairs of early period give an atmosphere conducive to the study of textiles and early American modes of living.

In this building also, are the large rooms used for social and dining purposes, including three dining rooms and two roof gardens. Meals are served three times a day on an approximate cost basis.

This building also contains the practice cottage, *Emoha*, where the senior home economics students have an opportunity to keep house. The cottage contains a living room, dining room and kitchen, three attractive bedrooms, and two baths, and is attractively furnished.

Four temporary buildings house the shops and laboratories of the *industrial education department*. These include a machine shop equipped with lathes, milling machines, drills, grinders, planers, hack saws, and all other necessary small tools; a forge shop and foundry equipped with various types of forges, a tempering furnace, power hammer, oxyacetylene welding equipment, and other appropriate tools; sheet metal shops equipped for sheet metal work and for a course in art metal and jewelry; also two automobile shops completely equipped with demonstration machines and engines, and full equipment for the study and repair of gasoline cars and trucks, and for the study of auto electrics. A wood-working shop is equipped with complete facilities for all types of wood-work and wood finishing; an electric shop is provided for practical work

in electrical construction. There is also a general shop used in directed teaching of school children, drafting rooms for the work in mechanical drawing, architectural drawing, and work of allied types.

College print shops are equipped with power presses, paper cutting and binding equipment, and a full complement of type of several styles. A recent important development has been the purchase by the student body of a commercial linotype machine and commercial press, thus affording unusual facilities for practice in printing. The college weekly paper, the *Roadrunner*, and the alumni journal, *Hoy Dia*, are issued from this shop.

A well equipped gymnasium building serves the physical education interests of the college.

The music department is housed in the completely remodeled old cafeteria building, which now contains a large auditorium for all kinds of rehearsals, an instrument room and two classrooms.

The new administration building, which has been occupied since January, 1928, in addition to furnishing commodious and convenient administrative offices, includes an auditorium and the new library.

The library is a collection of more than 30,000 carefully selected books and pamphlets. It consists of well-balanced professional, technical, literary and reference material, which meets the fundamental requirements in all departments. The "Lincoln Library," which is being provided by a friend of the college, and which occupies a room set apart for it in the new library, now has some 4,000 volumes of carefully chosen books. Other additions to the library, both by gift and purchase, are being made as rapidly as possible.

Carefully selected current periodicals furnish material for the various departments and stimulating reading for the cultural progress of both students and faculty.

COLLEGE ELEMENTARY SCHOOL

The city schools afford the laboratory for directed teaching. In the kindergarten and elementary field, the Jefferson School, a beautiful new building on the Riviera, is used, while two junior high schools and the high school are used to some extent for junior high school and special secondary teacher training. There are also arrangements for the use of certain private institutions for this purpose.

The schools aim to be practical and progressive in their attempt to arouse, guide and interpret purposeful, self-directed activity on the part of the children.

THE NEW SITE

A beautiful new site for the college has been secured on the mesa just above the breakwater. It consists of forty-six acres of level land on the bluff, with some twenty acres of broad beach below. A master plan for the complete development of the institution on this wonderful site is now nearing completion.

THE STUDENTS' COOPERATIVE STORE

There is maintained on the campus a store to supply student needs in books, stationery, supplies of all kinds needed in college work. The store operates under the direction of a store committee consisting of three members of the faculty, who plan policies with the manager, and help to make it possible for students to purchase their supplies at minimum cost.

LIVING ACCOMMODATIONS

Living arrangements for students whose homes are not in Santa Barbara are made through the offices of the deans. Board and lodging for students can be secured in private residences. The cost of board and lodging (1) in boarding houses near the college ranges from \$30 to \$40 a month; (2) for students living in housekeeping rooms and "boarding themselves" the expenses vary from \$20 to \$30 a month.

Lists of approved houses and other information concerning living accommodations may be obtained at the office of the Dean of Men or Dean of Women.

Women students desiring to arrange housekeeping in groups consult with the office of the Dean of Women and secure a responsible person to act as supervisor of the group. Women students secure the approval of the Dean of Women before engaging living quarters. Pending permanent location of women students the Santa Barbara Recreation Center will furnish inexpensive accommodations.

EMPLOYMENT

Opportunity for Self-support. Students desiring employment should send in their application to the Dean of Men or Dean of Women. Personal application *should not be made* until the period of registration as employment lists are not made up before that time. Positions can not be secured by correspondence. Students must be on the ground to negotiate for themselves.

It is often difficult for students to secure remunerative employment from the start. In general, no one should come to Santa Barbara expecting to become self-supporting, throughout the college course, without having on hand at the beginning sufficient funds to cover the expenses of the first semester.

Only a few students find it possible to be entirely self-supporting. With reasonable diligence a student can devote from twelve to twenty-five hours per week to outside work without seriously interfering with college work.

Board and lodging can usually be obtained in private homes in exchange for services rendered. Opportunities also exist for obtaining employment on an hourly basis in the following fields: (1) for women—typewriting and stenography, clerical work, telephone service, housework, care of children, etc.; (2) for men—garage work, driving, service station, gardening, and the like. The rates for employment of this kind vary from twenty-five to fifty cents an hour. A student qualified to do tutoring and other technical work can occasionally find employment on a more remunerative basis than in the fields mentioned above.

LOAN FUNDS

The Ednah Rich Morse Loan Fund—established in 1916 by Ednah Rich Morse to aid deserving students. This fund is to be used for small emergency loans. These loans do not exceed thirty dollars and may run only for a few months. No interest is charged. Applications should be made to the Financial Secretary through the deans.

The Santa Barbara Student Loan Fund—established in 1920 by Mr. William Wyles to make it possible for students to finance their college course. A low rate of interest is charged and the student is expected to repay after he has completed his training and is gainfully employed. Application for loans from this fund should be made to the president of the college, through the office of the Dean of Men or Dean of Women.

SCHOLARSHIPS

The institution has a limited number of scholarships for entering freshmen. Selection of candidates for these scholarships is based on three things—scholarship and institutional activities in high school, and personal characteristics. Applications for these scholarships should be forwarded to the Registrar by the principal of the high school, with complete details covering the points designated above.

STUDENT ACTIVITIES

The student body has charge of general matters that pertain to student activities. These activities have two phases, one of which relates to the welfare and happiness of the students themselves, and the other to cooperation with the faculty in the maintenance of the standards and reputation of the school.

There are attractive opportunities for social and recreational activities. The most important student body organizations on the campus are the student body as a whole, the Associated Women Students and the Men's Club.

Student organizations have specific aims which will be suggested by the following list: Associated Women Students; Men's Club; Art Club; Home Economics Club; Industrial Education Club; Outing Club (hiking); Debating Society; Athletic Association; College Players; Golf Club; Alumni Association; Orchestra; Glee Club; Band; Kappa Delta Pi, National Educational Fraternity; Delta Phi Delta, National Art Fraternity; Kappa Omicron Phi, National Home Economics Fraternity; Pi Sigma Chi, Honorary Industrial Educational Fraternity; Phi Delta Pi, National Honorary Physical Education Fraternity; Alpha Phi Gamma, National Journalistic Fraternity; Pan-Hellenic Association, etc.

Social and Recreational Activities. All social affairs are administered by a student committee in cooperation with a faculty committee of which the Dean of Women is chairman. Similar committees are in charge of debating, dramatics, public entertainments, etc. Matters pertaining to finance and management are supervised by the president's office either directly or through an appointed representative from the faculty.

Among the most enjoyed social activities are trips to the Channel Islands and the various beaches, dancing, stunt parties, bathing and hiking. During the year, plays are given at intervals. The Community Arts Association provides numerous entertainments in drama and music, with productions and concerts regularly each month.

The scenic beauties of Santa Barbara are unique. The mild climate with its continuous good weather attracts distinguished people who have made this their home and through cooperation have developed a community spirit which is already internationally known.

There is a flourishing artists' colony and a writers' club, both of which are active in sponsoring the native folklore together with all else which is best in literature and art.

Thus the location of the college is in every way ideal, and, united with high college standards, offers inducements rarely found in such happy combination.

With the assistance of the organizations, the sympathetic cooperation of the faculty, and the wide opportunities afforded by such a city as Santa Barbara, it is hoped that the student may find all that contributes to a normal, healthy and joyous life, at the same time that he successfully pursues his studies in his chosen field.

Athletics of all kinds for both men and women are encouraged. The general object is to encourage all-round physical development and good academic work. Trained coaches are in charge of all athletic activities.

The men's division of the physical education department sponsors intercollegiate and intramural competition in all sports.

Freshmen and varsity teams will be organized in the various sports for intercollegiate competition.

The women's division of the physical education department sponsors the annual May Day program and the play day, an invitational competitive and social event for the girls of the near-by high schools.

In addition to its own athletic field in Mission Canyon one-half mile from the campus, and the small field on the present campus, the college has the use of Pershing Park, a recreational field owned by the city, which is lighted for night contests. The past year, the college has used this field for its night contests in football and track. We hope to add baseball as a night sport for the season of 1933-34.

Tennis courts are maintained by the college both on the campus field and at the Mission Canyon field.

Eligibility for Office Holding and Student Activities. The major student offices are defined to include the following:

Editorship of *La Cumbre*, or *Roadrunner*, or *Hoy Dia*.

President of Student Body.

Social Chairman of Student Body.

President and Manager of Men's or Women's Athletic Association.

President of Associated Women Students.

President of Men's Club.

Chairman of Student Activities Committee.

Manager of Oratory and Debate.

Manager of Band and Glee Club.

To be eligible to hold any of the foregoing offices or to represent the college in any public performance, a student must be carrying a program of 12 units and have carried during the preceding semester at least 12 units of work and have made a number of honor points equal to the number of units carried (C average).

In athletics, to be eligible for varsity competition, a student must have passed 24 units of work in the preceding year with an average grade of C or better, and at the time of the contest must be passing in 12 units of work. This rule applies also to junior college transfers who seek eligibility for varsity competition.

Eligibility in all cases must meet the standards of the Southern California Intercollegiate Athletic Conference.

Lectures and Motion Pictures. The college has a lecture foundation which is administered jointly with the Santa Barbara Museum of Natural History. Under this arrangement lectures of scientific value and general interest are provided at frequent intervals. These lectures are open to students free of charge.

The auditorium at the college contains a complete motion picture equipment which is used regularly for entertainment and instructional purposes.

HEALTH SERVICE AND STUDENT HOSPITALIZATION INSURANCE

The college maintains a health office on the campus, under the direction of a faculty health committee. A physician from the city is on the campus for an hour each week day for consultation, and a graduate nurse is employed in the office half of each day. This office handles routine physical examination of all enrolled students at the beginning of each college year and at graduation, provides daily advisory service to students, passes upon cases requiring limited or increased physical activity, attends to first aid in emergencies, issues health certificates for teaching credentials, and serves in many ways as agent in the education of students in matters of health.

The health service is housed in the health cottage, which provides a private consultation room, waiting room, and rest rooms for men and women.

A part of the student body fee is set aside to form a fund for hospital care in case of sickness, accident or operation. This fund protects the students who are members of the Associated Students' Organization against hospital expense within certain specified limits, and pays for a limited number of physician's visits in case of illness or accident. The fund is administered through the health office and health committee, under a contract agreement with the student body.

APPOINTMENT BUREAU

The college maintains an appointment bureau for the mutual service of its graduates, superintendents and boards of trustees desiring to fill teaching positions. There is a fee of \$2 for the service rendered. The fee covers a campus membership to the College Alumni Association, copies of *Hoy Dia* and letters of recommendation sent by request of

applicant to superintendents, principals or boards of education. There is no guarantee that positions will be secured, but the appointment bureau pledges itself to render every possible service to the graduate in securing a satisfactory position.

The same interest is taken in graduates in service as in those just completing the work of the college. A question blank is sent out each year asking for information concerning the work and prospects of graduates. From the returns, the bureau is able to be of service in securing promotions for progressive graduates, a matter quite as important as securing the first position. All candidates are expected to reimburse the bureau for telephone messages and telegrams found necessary by the appointment secretary when making efforts in their behalf. Jane Miller Abraham, appointment secretary.

THE ALUMNI

The alumni organization is an important factor in the life of the school. Upon graduation, students become eligible to membership. The dues are \$2 per year. This includes the alumni magazine, *Hoy Dia*. Information is collected from all members each year through the questionnaire of the appointment secretary. Many new positions are secured for members by this means and the school is kept fully informed of the activities of its graduates. Alumni reunions are held at intervals in Santa Barbara, and also in such centers as San Francisco, Los Angeles, Sacramento and Bakersfield.

SUMMER SESSION

The summer climate of Santa Barbara is delightful, and the summer session offers, in addition to the main consideration of educational courses of the highest grade, all of the advantages of a vacation at the seaside or in the mountains. A session is held each year, beginning about two weeks after the close of the regular session. This session is especially designed for the needs of teachers in service, and suggestions are welcomed as to how it can better serve this end.

MAIL

No student mail will be received at the college. All students should have their mail sent to general delivery until such time as they have acquired a permanent address in Santa Barbara. Thereafter, all mail must be sent to that address.

ADMISSIONS

"The State teachers colleges are the established institutions under the direction of the Department of Education to carry on, in part or in whole, as they may from time to time be authorized to do, any or all lines of work necessary for the training of the public school teachers of the State of California. They are also authorized to grant baccalaureate degrees." *

REQUIREMENTS FOR ADMISSION

Every person admitted as a student to the State teachers colleges must be of good moral character, in good health, without physical or other defects which would impair his fitness for the teaching service; and of that class of persons who, if of proper age, would be admitted to the public schools of the State without restriction. A student in doubt concerning his health qualifications should consult the health committee.

Three different groups of students are eligible for admission :

A. Graduates of accredited public secondary schools of California, graduates of other secondary schools of California and graduates of schools of secondary grade of other states recognized by the president of the teachers college concerned as equal in rank to an accredited public high school of California, who have completed a regular four-year course of study, and who are recommended by the principal of the school in which such course of study was completed, may be admitted to undergraduate standing as follows :

1. **Clear Admission:** High school graduates who present twelve recommended units and the principal's certificate of recommendation shall be granted clear admission. (Graduates of three-year senior high schools shall present nine recommended units earned in grades ten, eleven and twelve.)

2. **Provisional Admission:** High school graduates who present fewer than the prescribed number of recommended units, but who, through their principal's estimations and recommendations, present satisfactory evidence of ability to profit by courses in teacher training, who also have abilities, interests, and talents desirable in teaching, and who pass suitable college aptitude tests, may be admitted as provisional students. For method of securing regular status see "Classification of Students," page 24.

B. Teachers holding valid credentials to teach in any county of the State may be admitted for further study. Such students may become candidates for a degree only when entrance deficiencies have been duly satisfied, as determined by the faculty of the college.

C. Persons over twenty-one years of age may be admitted to undergraduate standing as special students provided they present satisfactory

* Bulletin H-1, California State Department of Education, p. 3.

evidence of character, education and general intelligence (including satisfactory scores on college aptitude tests). Such students may become candidates for a degree, diploma, or teaching credential only when deficiencies in entrance requirements have been satisfactorily removed, as determined by the faculty of the college.

APPLICATIONS FOR ENTRANCE

A. From High School.

Applications for entrance, accompanied by all necessary information, complete scholastic record, letters verifying teaching experience, if any, personal recommendations, etc., should be in the hands of the credentials committee by July 15th for the fall semester and by November 15th for the spring semester. Evaluations of records given by the credentials committee are void if not used within a period of two years.

Records of high school work should be presented on blanks which may be secured from the Registrar's office at the college. Fully qualified students should fill out the "Clear Admission" blank. Students who do not meet the full requirements should use the "Provisional Admission" blank.

B. With Advanced Standing.

Credit may be allowed for work taken in other institutions of collegiate grade. Applicants for admission who present more than the minimum requirements for graduation from California high schools may be admitted to advanced work. This does not reduce the total number of units required for graduation (124).

1. Transfers from Junior Colleges. Credits earned by applicant for admission who *transfer* from junior colleges will be accepted at the teachers colleges for degrees and credentials upon the following basis:

- a. Not more than sixty-four credits of lower division standing may be offered.
- b. No credits for professional courses in education may be offered.

Students transferring from other institutions should present full official transcripts of all work which they wish to present for evaluation. Such transcripts must be either the originals or copies attested by a notary, or photostatic copies of the originals, and must contain the following information:

- a. Names of subjects.
- b. Units completed and grade obtained.
- c. Hours per week and number of weeks.
- d. Length of "hour" in minutes.
- e. Key to grading system used when grade was assigned.

2. a. Admission by Examination is sometimes permitted in exceptional cases. Such cases must have the approval of the head of the department, the instructor concerned, and the credentials committee.

b. Persons having had previous experience in teaching are assigned to a two unit course in supervised teaching. The satisfactory completion of this work automatically validates previous experience and entitles the

student to full credit for supervised teaching (not to exceed 8 units). This in no way reduces the total number of units (124) to be earned for graduation.

Residence Requirement. Of the 124 or more units required for a bachelor's degree, at least 30 must have been completed in this college in residence.

Extension work may be allowed under approved conditions, not to exceed 30 units in amount. However, teachers in service are not permitted by State board regulation to take more than 10 units of work during the school year.

C. Examinations at Entrance.

All entering students carrying six or more units of work, except those who present official evidence of having met this requirement previously in an accredited institution, must take the *English A examination*,* the *college aptitude test*, and a *physical examination* at the time of entrance. These examinations are given on the first days of registration, and form an essential part of enrolling in the institution. Registration is not complete until these obligations have been met. A small fee is charged for the aptitude test and for the English A examination. The physical examination is a part of the health service offered by the college health office.

Students who have a record for the completion of the English A requirement should request that this record be included on the transcript of record which they present for evaluation.

D. Registration.

1. Fall semester.

a. **For entering students.**—Registration takes place on Thursday, Friday and Saturday of Freshman Week, September 14, 15, 16. New students are expected to be on the campus during these days for consultation with the deans, with the department heads, and to take the college aptitude test and the English A test, and complete their registration. (See c below.)

b. **Returning students.**—Should register on Monday and Tuesday, September 18 and 19.

c. **Late registration.**—A fine of \$2 will be charged for registration after Tuesday, September 19.

Registration is not complete until all fees, including student body and laboratory fees, are paid. Failure to take the college aptitude test and English A at the scheduled time, or to present in lieu of it a record from another institution of collegiate grade, will be counted as late registration.

d. **Program cards.**—Students are given until Tuesday, September 19, at 4.30 p.m. to make necessary changes and adjustments in their programs. Cards must be in the hands of the Registrar at that

* For details of English A requirement, see English Department, page 61.

time, and no changes may be made thereafter, except by petition to the credentials committee.

2. Spring semester.

- a. **For all students.**—Registration takes place on Saturday, February 3, and Monday, February 5.
- b. **Late registration.**—A fee of \$2 will be charged for registration after Monday, February 5.

FEES

For entering students only—

College aptitude test (at time of registration) -----	\$ 50
English A examination (at time of registration) -----	50
*English X -----	5 00

For all students—

Registration fee per semester -----	6 50
Per unit in each course carrying laboratory work -----	1 00
Student body -----	12 50
Library maintenance -----	2 00
Incidental -----	1 00

Summer session—for all students—

Registration -----	20 00
Per unit in each course carrying laboratory work -----	1 00
Library maintenance -----	1 00
Student body -----	1 00

FINES

Late registration -----	\$2 00
Failure to meet officially required appointments, such as medical examination, English A examination, college aptitude test, each -----	1 00
Overdue library books: On reserve, 25 cents per hour, or per day--	1 50
Other books, per day-----	25
Failure to return physical education equipment—see under Physical Education Department.	
Failure to turn in by the required date the double semester program card or the group of three daily program cards, each set--	1 00

NOTE.—In payment of bills by check, checks of the exact amount of the bill only will be accepted.

The student body fee each semester, as provided by the student body constitution, entitles each student to entrance to all regular athletic contests and other student body activities, together with a subscription to the college weekly, *The Roadrunner*. Those who have paid the student body fee for two semesters are entitled to a copy of the annual; those who have paid the student body fee for only one semester are required to pay an additional fee of \$2.00 for the annual. The student body fee also covers hospitalization insurance.

* Required of students failing English entrance examination who must therefore take the English X course.

CLASSIFICATION OF STUDENTS

For convenience, students are classified within the institution under four distinct headings:

I. According to their fulfillment of entrance requirements.

At the time of entrance, students are classified on the basis of whether they are admitted with "clear" or "provisional" status.

Regular students are defined as high school graduates, or those equally qualified, who can fulfill the entrance requirements for "clear admission." They are eligible for any degree or certificate granted by the college.

Provisional students are defined as high school graduates, or those equally qualified who do not fulfill regular college entrance requirements. *They are not eligible to candidacy for degrees or regular certificates until they are able to attain regular status.* Provisional students may attain regular status by earning as many grade points as units while carrying a program of 12 units or more in any semester in their lower division work. Application for change from provisional to regular status must be made to the credentials committee by petition.

Special students are defined as those who can not qualify as either regular or provisional.

II. According to their program of study.

Full-time students are those who carry a program of 12 or more units. They may be either regular, provisional or special.

Part-time students are those who carry less than 12 units of work. They may likewise be regular, provisional or special.

III. According to their objective.

Classified students are those who indicate at entrance a preference for a specific major field of study which they expect to pursue in upper division. Such students may affiliate at entrance directly with their chosen department in the college. They will then have as their adviser during the first two years the head of their major department.

Unclassified students are those who prefer not to choose an upper division major at entrance. They have as their adviser the dean of the lower division.

IV. According to their level in the college curriculum.

Lower division includes the first two years of college work. Students who have completed 0 to 29 units of work are ranked as freshmen; those who have completed 30 to 59 units of work are ranked as sophomores.

Upper division includes the third and fourth years of college work. Students who have completed 60 to 89 units of work are ranked as juniors; from 90 to 124 units as seniors.

Combinations of these terms explain the present status and progress of a student. For example, a regular, full-time, unclassified lower division student is a freshman or sophomore, who has been admitted to the college in full standing, is carrying a program of not less than 12 units, but is not affiliated as yet with any degree-granting department.

SCHOLARSHIP STANDARDS

For definitions of students as regular, provisional, and special, full-time and part-time, lower division classified and unclassified, see page 24.

The Unit.

A semester unit is defined as a course requiring one full period of class work per week with two hours outside preparation, or if a laboratory subject, three full periods a week, taken for not less than eighteen weeks. In any laboratory course, three laboratory hours have the value of one unit of prepared recitation.

Class Status in Terms of Units.

A student must complete 29 units for sophomore standing, 59 for junior standing, and 89 for senior standing.

One hundred twenty-four units are required for a degree or for a teaching certificate.

PROGRAMS

1. An average program is 16 units per semester, but a maximum of 17 units may be carried without petition to credentials committee. Those students who are physically below normal are advised to take a maximum program of not more than 14 units.

2. A regular student may not take less than 12 units without petition.

3. A student with a single failure may not take more than 16 units the following semester.

4. A student placed on probation is not permitted to enroll for more than 14 units of work in addition to physical education activity.

5. The method of petitioning for units in excess of the normal load (17 units) is as follows:

a. The student secures a blank petition from the registrar and fills it as indicated.

b. It is signed by the head of his department and by either the Dean of Men or the Dean of Women.

c. The student returns the petition to the registrar, who later reports to the student the action of the credentials committee in the case.

Approval of excess units will be given only to students whose scholarship average of 2.5 for the past semester indicates ability to carry the work. Petitions of this type must be filed on or before Friday of the second week in the semester.

6. A semester program card must be filed at the time of registration. Any change after this may be made only by petition. New courses may not be added after the third week.

7. For procedure in dropping a subject see "Withdrawals and Dropped Subjects," page 27.

SCHOLARSHIP STANDINGS

Scholarship After Entrance Is Rated on a Five-point Scale as Follows:

A—Superior, B—Good, C—Average, D—Poor, and F—Failure.

Grade Points.

The quality of a student's work is further expressed in grade points. An A gives three grade points per unit; a B gives two grade points per unit; a C gives one grade point per unit; a D has no grade point value, and one grade point is deducted for every unit which has the grade F. No student will be graduated whose total grade points do not equal his total units. For work marked "Incomplete," or "Withdrawn," the student receives neither units nor grade points. Completed work will be duly credited.

The Count.

When it is desirable to consider both quantity and quality of work done by the student, as in figuring for probation and dismissal, the count is used.

The count is defined to be the sum of the grade points and the units made by the student.

General Provisions Concerning Scholarship.

1. No person shall be graduated who has not made an average grade of "C."

2. All transcripts of record issued to students who have not attained a graduating average, and those issued to provisional students who have not achieved regular status bear the stamp *Provisional*, *Probational* or *Disqualified Standing*.

3. No person is admitted to work in supervised teaching whose total average in the institution is below a "C" average (that is, whose total grade points are less than his total units). Any person already admitted to teaching whose total average shall fall below "C" is barred from teaching until the "C" average is reestablished.

4. **Warnings at midsemester.** Warning notices are sent at midsemester to students reported to be doing unsatisfactory work at that time. (D's or F's.)

A student who at the middle of any semester has unsatisfactory grades in more than 50 per cent of the units originally scheduled on his program card when filed, shall be interviewed by the Deans.

5. **Failure** in any required course necessitates repetition of the course the first time it is given.

A student who fails in the first semester of a course may not continue the course until the failure is removed except upon special permission of the instructor. If such a student is permitted to continue a course the second semester and is reported as unsatisfactory at midsemester, he is thereby automatically dropped from the course.

6. Incompletes. An incomplete grade is given for work left unfinished at the end of any semester provided that the work completed thus far has been of passing grade.

Students receiving incompletes may take a second semester in the course before making up the incompletes *if the instructor approves*.

Incompletes not made up within a year become failures. The department head will check this.

Incompletes must be completely removed or definitely arranged for by the beginning of the last semester of the senior year.

Probation and Disqualification.

1. If, at the end of any semester in college, a student fails to make twenty-two counts (the sum of units made and grade points), he is placed on *probation*. At the end of any semester, if the student fails to obtain 10 counts he is *disqualified*.

2. At the end of the second and any subsequent semester the student's entire record is compared with what would have been obtained had he done standard work. If seriously below standard, the result is probation; if very seriously below, disqualification. See official bulletin board for details.

3. Whenever a student is permitted to register for less than 12 units, proportional reduction in requirements is made.

4. A student who incurs probation at the end of the second and any subsequent semester will, so long as his probation continues, be disqualified at the end of any semester in which he fails to maintain a "C" average. So long as he maintains a "C" average on the work of each semester he will not be disqualified unless his work falls below the required general average.

Reinstatement, after disqualification, is possible only upon the completion of a semester's scholastic work with a program acceptable to and filed with the Deans. Reinstatement is established upon the recommendation of the appropriate Dean to the credentials committee.

Upon reinstatement a student is considered as being deficient in general average the smallest number of grade points that will result in his probation. This provision does not affect the number of grade points he must make to graduate.

A student who incurs a second disqualification is not eligible for reinstatement.

Withdrawals and Dropped Subjects.

1. A student withdrawing from a class or from college for any reason should notify the Deans and follow the usual withdrawal procedure.

2. Courses dropped during the first three weeks of a semester are marked "W" or "F" depending on whether the student was doing passing or failing work at the time of withdrawal.

3. Courses dropped during the last three weeks of the semester will be marked "Inc." if of passing grade at the time of withdrawal. Otherwise they will be marked "F."

4. Courses dropped at any other time of the semester will be marked "F."

5. A student desiring to drop a subject which has once been signed for by any instructor on his semester program card, or to take up a new subject after the semester program card has been filed, must apply to the registrar for the requisite blank petition and follow the procedure thereon provided. Permission to change program will be granted upon recommendation of Dean of Men or Dean of Women, only for extraordinary reasons, such as serious illness, etc.

6. A subject irregularly dropped automatically becomes a failure.

Absence and Honorable Dismissal.

Excuses for unavoidable absence from class may be secured from the Dean of Men and the Dean of Women.

Application for a brief leave of absence, to expire on a definite date, should be made to the Deans.

No excuses for absence will relieve the student from the necessity of completing all the work of each course to the satisfaction of the instructor in charge.

Honorable dismissal will be granted to students in good standing who find it necessary to leave the institution before the close of any semester. It will be granted on petition to the credentials committee by securing the appropriate petition slip from the registrar.

Indefinite leave of absence may be secured from the appropriate Dean, and notice filed with the registrar.

Students disqualified by reason of scholarship deficiencies, students on probation, and students under suspension are not regarded as students in good standing.

Students who discontinue their work without formal leave of absence do so at the risk of having their registration privileges curtailed or entirely withdrawn.

Examinations.

1. Examination requirements for any semester course shall consist of a minimum of four examinations, to be given within regular class hours, and distributed throughout the semester at the discretion of the instructor.

2. A student who misses any announced examination is not entitled to special examination except upon approval of the appropriate Dean and the payment of \$1 to the financial secretary. The student will present the receipted permission slip to the instructor at the time of the special examination.

The last examination of the fall semester will be definitely scheduled by the institution during the final week of the semester.

GENERAL REQUIREMENTS FOR GRADUATION AND CERTIFICATION

All students who are candidates for degrees and for certification to teach must meet certain requirements set up by the State Board of Education, by the college, and by the several departments within the college.

DEGREE REQUIREMENTS

A. Prescribed by the State Board of Education.*

Units required for graduation are 124, of which 64 are normally completed in lower division and 60 in upper division.

Required courses to be completed in lower division aggregate 35 units, and include 12 units of social sciences, 12 units of natural sciences, 6 units of English, 3 units of psychology and 2 units of physical education. A detailed discussion of this requirement will be found in the section on lower division, page 33.

Required courses to be completed in upper division include the professional courses, not less than 12 and not more than 40 units of which may be in the field of education. A minimum of 4 semester hours of directed teaching is required of all candidates for credentials.

The State Board also sets the limits for each department of the college as to the number of units which may be included in the department major. This limit is 24 semester hours in the physical education department, and 50 semester hours in each of the special fields of art, industrial education and homemaking.

B. Additional requirements within this institution.

English A. An examination in English composition must be taken by all entrants at their first registration. Admission to courses in the English department is postponed until students are able to pass this examination. For details, see English department, page 61.

Foreign Language and Mathematics. It is strongly recommended that students planning to enter this institution should complete in high school two years of foreign language and two years of mathematics other than arithmetic.

Physical Education. Four units of physical education distributed over the four years of the college course, one-half unit each semester, are required of all students. This includes the two units prescribed by the State Board of Education.

Majors and Minors.

The work of the college is, in general, arranged so that the student selects a major field of study, and one or more minor fields, varying with the type of credential he desires to obtain. There is considerable variation in the minor requirements for different credentials, and the candidate

* Bulletin H-1, 1930. State Board of Education.

should study each department section carefully in this matter, and consult the department head before planning his program.

A major in this institution is defined as follows:

- (a) Lower division work of not less than 12 units in a given subject or field; and
- (b) Upper division work of from 18 to 24 units additional in the same subject or field.
- (c) Majors will aggregate from 30 to 50 units. No major may include more than 50 units.

A minor in this institution is defined as follows:

- (a) Lower division work of from 6 to 12 units in a given subject or field; and
- (b) Upper division work of from 6 to 10 units additional in the same subject or field.

Choice of minors. The student should be guided in the choice of his minor field by the advice of the head of his major department. In general, minors are designed to give breadth and background in the training of the teacher, although they may also serve the purpose of providing him with a second subject which he can teach if necessary. Some combinations of subjects are better teaching combinations than others. Some combinations are better than others in transfer credit and as preparation for graduate study. The future plans of the individual student will determine which of these aspects should have greater weight in choice of the minor. Normally, a student majoring in a special department should choose an academic minor. This will give better cultural background, and furnish a better balanced course for transfer to graduate standing. Students in special departments who choose a minor in another special field should realize that such a combination may give an unduly heavy program of nonacademic subjects.

Changing a major field. A student in the upper division who desires to change his major will consult the Dean of the upper division, indicating the change he wishes to make. The Dean of the upper division will then confer with the head of the department in which the student is registered, and, upon their agreement as to the desirability of the transfer, may approve the change. The credentials committee, upon receipt of the proper blank, signed by the head of the department in which the student is registered and the Dean of the upper division, will evaluate the student's previous records and assign standing in the department to which he has transferred.

LOWER DIVISION

William Ashworth, Dean

The lower division aims to be of immediate service to all worthy and eligible young people who may wish to profit by its opportunities to pursue collegiate study. While this study is open to all deserving students, yet this higher training should be rightly reserved for those best fitted, both by aptitude and mental capacity, to pursue it with profit to themselves and with honor to the institution. The lower division offers the first two years' study and training in practical arts and sciences and in liberal arts and sciences. The offerings in the former are largely technical and professional, the latter more flexible and cultural. Neither exerts undue influence upon the other; both integrate to form a unit organization that serves with mutual advantage to the student and to the college. The lower division organization presents all the courses and viewpoints of the standard college, together with beginnings in special departmental fields of more advanced investigation.

Both sections of this twofold organization are largely foundational in character. It is the purpose of the lower division to help the student lay as broad a base as possible on which to erect the superstructure of his later study. Top-heavy or unbalanced programs are discouraged. Should the student find it necessary to leave college at the end of his second year, it should be with the satisfaction of a sound mental point of view, some positive suggestions of a technique for his own cultural progress, and a stimulus to enlarge his increasing interests and abilities that he may fit more effectively into a society that expects his leadership and his service.

From the point of view of finances, the lower division should appeal to many students who wish to save the expense of attending a more distant college, since the courses offered here are almost identical with those offered in other colleges and universities. Doubtless many will welcome the opportunity to secure collegiate work toward the B.A. degree and still remain free from high tuitions and traveling expenses. This, together with the more intimate relations possible between the student and his instructors in a small college, assures for him considerable freedom from the anxieties of adjustment attendant upon entering a new environment.

In some instances, however, a student in his preparation for entrance into the upper division here may not find the professional offerings of this college suitable for his career. Should this be the case, any student who does not find his adjustment here may use the standard courses pursued in the lower division for transfer at their face value should he wish to go elsewhere for his advanced study and research.

First and second year students are grouped under two heads:

1. **Lower division classified** students are those who choose a major leading to the A.B. degree from any of the following fields:
 - a. With a credential authorizing the holder to teach:
 1. The kindergarten-primary curriculum.
 2. The elementary curriculum.
 3. The junior high school curriculum.

4. Home economics.
5. Industrial education.
6. Art education.
7. Physical education.

b. Without a credential—presecondary curricula :

1. English.
2. History.
3. Home economics.

2. **Lower division unclassified** students are those who decline to choose a major field. Many students prefer to reserve their choice, electing courses with greater freedom, though the general group requirements remain practically the same. Their selections may be exploratory or they may be directed toward some definite upper division work, this of course, being preferable. As a rule, however, any selection showing a reasonable balance will be approved by the counselor, whose advice should be freely sought. Should an unclassified student wish to choose one of the above majors, he will be permitted to adjust his program on consultation with the Dean of the lower division. Unauthorized changes are not allowed.

Neither the lower division classified nor the lower division unclassified students may change their department affiliations or their courses of study without first filing a written notice of the contemplated change with the Dean of the lower division. However, lower division unclassified students may choose a major at the beginning of any semester, subject only to the approval of the Dean of the lower division and an evaluation of their previous record in terms of the department chosen. This applies also to lower division transfers from other colleges or junior colleges.

THE CURRICULUM IN LOWER DIVISION

It is expected that the student will complete in lower division from sixty (60) to sixty-four (64) units of work. Approximately thirty-five (35) of these units must be in certain fields designated by the State Board of Education. The remaining units will be in courses selected to meet the major and minor requirements of the student's preferred field of study, or such other selections as may be approved by the Dean of the lower division. The State board requirements for degree courses are minimum requirements which must be met by every department of the college. Additional requirements are set up by the different departments as deemed necessary for adequate preprofessional training for the respective fields of teaching.

Whenever a student has done in high school more than the normal amount of work in any field, it may be credited in the college, not however reducing the number of units for graduation.

The lower division courses are distributed as follows:

1. Degree Requirements of the State Board and of the local institution.

a. Social Sciences, 12 units.

This requirement may be satisfied by selection from the following courses:

History 2A-B, 6 units	Geography 1, 2, 6 units
History 3A-B, 6 units	Sociology 1A-B, 6 units
History 5A-B, 6 units	Economics 1A-B, 6 units
Political Science 1A-B, 6 units	

A course in American Constitution is required of all candidates for teaching credentials and degrees. In this institution, this requirement is satisfied by Political Science 1B.

b. Natural Sciences, 12 units.

Six (6) units of chemistry, physics, physiology or zoology taken in high school may be allowed on the science requirement, but with no reduction of total units to be completed. When this substitution is made, six (6) units in general electives will replace the six (6) science units. Work taken in college in fulfillment of the natural science requirement must include at least two units of laboratory credit.

The lower division offerings from which selections may be made to meet the natural science requirements include:

Science 50A-B, Physiology, 6 units
Science 51A-B, Physiology and Bacteriology, 6 units
Science 60A-B, General Zoology, 10 units
Science 40A-B, General Botany, 8 units
Science 1A-B, Inorganic Chemistry, 6 units; or
Science 2A-B, Inorganic Chemistry, 10 units
Science 5A-B, Organic Chemistry, 6 units
Science 20A-B, General Physics, 6 units

c. English, 6 units.

An examination in English composition must be taken by all entrants at their first registration. Admission to courses in the English department is postponed until students are able to pass this examination. For details, see English department, page 61.

English 18A-B, English Composition, fulfills the minimum English requirement of 6 units.

d. Psychology, 3 units.

Satisfied by Psychology I, General Psychology, taken in the sophomore year.

e. Physical Education, 2 units in lower division.

Satisfied for women by Physical Education 1A, B, C, and 2.

Satisfied for men by Physical Education 51A, B, C, and 52.

f. **Orientation course** in the field of education, 3 units.

The State requires of all candidates for degrees from institution a minimum of 12 units in professional courses in education, including an orienting course giving a broad view of the scope and historical development of American education. Education 57, Introduction to the Study of Education, is designed to meet this general cultural requirement, and is prerequisite to all the upper division professional courses.

II. Beginnings in Majors and Minors.

Besides the foregoing list of required subjects, there remain from 22 to 26 units in the lower division which may be applied to laying foundations toward major and minor fields in the upper division. The student should make a start of at least 12 units toward his chosen field of study. If he chooses a major department which permits or requires minors, he should complete in lower division from 6 to 12 units toward that minor. The student will do well to consult his advisers before finally selecting his minor fields. (Both majors and minors are discussed in full under each department section of this bulletin.) These courses together with other beginnings in majors and minors must reach a grand total of lower division work of 60 to 64 units. The student will select additional courses either from the State requirements or from institutional offerings in the following fields:

Art	Music
Education	Physical Education
English	Psychology
Foreign Language	Philosophy
Home Economics	Natural Science
Industrial Arts	Social Science
Mathematics	

A typical lower division program is as follows:

LOWER DIVISION

	Freshman Year	1st Semester	2nd Semester	Year
English -----		3	3	6
English Composition 18A-B.				
Social Science -----		3	3	6
History 2A-B, or 3A-B, or 5A-B				
or				
Geography 1, 2.				
Science -----		3 to 5	3 to 5	6 to 10
Biological—Physiology 50A-B, or 51A-B, or				
or Botany 40A-B, or Zoology 60A-B,				
Physical— Inorganic Chemistry 1A-B or 2A-B.				
Physical Education -----		$\frac{1}{2}$	$\frac{1}{2}$	1
Freshman courses, 1A, 1B or 51A, 51B.				
Electives and Requirements toward majors and				
minors -----		4 to 6	4 to 6	8 to 12
		15 $\frac{1}{2}$	15 $\frac{1}{2}$	31

	Sophomore Year	1st Semester	2nd Semester	Year
Social Science -----		3	3	6
Sociology 1A-B, or Economics 1A-B, or Political Science 1A-B.				
Science -----	3 to 5	3 to 5	3 to 5	6 to 10
Physical— Inorganic Chemistry 1A-B or 2A-B, or Organic Chemistry 5A-B, or Physics 20A-B,				
Biological—Botany, Zoology, Physiology.				
Physical Education -----		$\frac{1}{2}$	$\frac{1}{2}$	1
Sophomore courses, 1C and 2, or 51C and 52.				
Psychology -----	3	3	3	3
Psychology 1 (either semester).				
Education -----	--	3	3	3
Orientation course, 57 (either semester).				
Electives and Requirements toward majors and minors -----	4 to 6	4 to 6	4 to 6	8 to 12
	<u>15½</u>	<u>15½</u>	<u>15½</u>	<u>31</u>

UPPER DIVISION

Charles L. Jacobs, Dean

The upper division embraces the last two years of the college course. Students are re-evaluated for admission to this division. The basis of admission to the teacher-certificating courses includes scholarship, physical fitness, social and moral qualifications and professional promise. Each case is carefully reviewed, and acceptable students are duly notified before upper division work is started.

It is here in the upper division that the definite professional work is begun. Those students who up to their entrance into upper division have not yet determined upon a major field must at this time do so. The decision must be made to enter one of the curricula leading to teaching credentials in the fields of kindergarten—primary, elementary, junior high school, home economics, industrial education, art or physical education, or to affiliate with one of the presecondary, noncredential curricula in the field of English, history or home economics. Those who elect to major in one of the latter groups may secure a teaching credential by working a fifth year in some one of the several colleges in this State which are authorized to prepare and certificate senior high school teachers. The head of the department in which the student registers becomes the student's chief adviser. To this adviser the student should go for all program making and other curricular and professional problems.

It is highly desirable that the student make his choice of department major with great care. Personal preference, individual qualifications and future ambitions should be carefully weighed. It should be kept in mind that change of department after entering the upper division is likely to prove costly in both units and time. Should the student desire to change his major, he should consult the Dean of the upper division before seeing either the head of his department or the head of the department he desires to enter. The Dean of the upper division will thereafter handle the case and notify the student and the heads of the departments concerned when the change is consummated. Change from one department to another may be made only at the close of any semester.

Upper division work covers 60 to 64 units of required professional courses in education and the student's major field of teaching, and electives. Not more than 40 units may be taken in the field of education, and not less than 40 units of the total requirements for upper division must be selected from upper division courses. The upper limits of departmental requirements are set by the State Board of Education. In the fields of education, art, home economics, and industrial education, this limit is 50 units; in physical education it is 24 units. Units taken in excess of these amounts in any department major can not be credited for graduation.

Upper division courses are numbered from 100 to 199. Lower division courses carry numbers below 100.

Students who desire to make a success of their future teaching work should keep in mind the fact that not alone scholarship but also social ability and moral character are of primary importance. All upper division students are therefore urged to actively enter the social activity of the college, to seek student offices for which they may by disposition be qualified, and in all affairs seek to achieve a reputation for living up to the social and moral code.

STATE REQUIREMENTS FOR TEACHING CREDENTIALS

All of the curricula in this college except those designated as pre-secondary curricula, lead to credentials to teach in the public schools of California. The State Board of Education has set up requirements for each of these credentials, and the curricula in the various departments have been planned to include provisions covering all requirements. There are certain general requirements to be met by every candidate for a teaching credential, and certain specific requirements for each type of credential.

General requirements for all credentials obtained through this College.

1. Completion of a four-year college course with a bachelor's degree, preceded by graduation from a four-year high school.
2. A recommendation from the school or department of education of the institution that the applicant shows promise of success as a teacher.
3. A certificate that the applicant is physically and mentally fit to teach.

4. Certain minimum academic and professional work including :

a. State law requirement in American Constitution.

All candidates for teaching credentials are required to pass a course in Principles and Provisions of the Constitution of not less than two semester hours, taken in a California teacher-training institution. In this institution, this requirement is satisfied by Political Science 1B.

b. A minimum of 16 semester hours of work in the fields of science, English, social science and physical education.

c. A minimum of 15 semester hours of professional work in education including :

1. An orienting course giving a broad view of scope and historical development of the problems of American education, covered in this college by Education 57, Introduction to Education, which is prerequisite to all education courses in the upper division.

2. A course dealing with the aims, scope and desirable outcome of the elementary or secondary school.

3. A course in educational psychology.

4. Principles of teaching with directed teaching in appropriate fields, and suitable methods courses. Requirements vary in the different fields and for different credentials.

CURRICULA LEADING TO TEACHING CREDENTIALS

1. **Elementary School Teachers' Curriculum**, leading to an elementary credential.

a. Each candidate must complete a major in professional courses in education, including adequate preparation in the statutory school subjects, with not less than eight units in directed teaching. No credit may be given for courses designed to remove deficiencies in preparation in the statutory subjects. Methods courses in the prescribed major and minor fields are professional courses in education.

b. Each candidate must complete two minors in teaching subjects.

2. **Kindergarten-Primary Teachers' Curriculum**, leading to a kindergarten-primary credential.

a. Each candidate must complete a major in professional courses in education, including adequate preparation in the statutory school subjects, with not less than eight units in directed teaching. No credit may be given for courses designed to remove deficiencies in preparation in the statutory subjects. Methods courses in the prescribed major and minor fields are professional courses in education.

b. Each candidate must complete two minors in teaching subjects.

3. Junior High School Teachers' Curriculum, leading to a junior high school credential.

- a. Each candidate must complete at least 18 units in professional courses in education, including not less than 4 units in directed teaching.
- b. Each candidate must complete a major and a minor in subjects taught in high school, or a major in education and two minors in high school subjects.

4. Combinations of Curricula.

Each of the above curricula requires four years. Combinations leading to two credentials may be made, but will require a longer time for completion.

For possible combinations of curricula see page 49.

5. Pre-Secondary School Teachers' Curriculum.

- a. Each candidate must complete at least 12 units in professional courses in education.
- b. Each candidate must complete a major and a minor in subjects or subject fields usually taught in high schools.
- c. No credential is given until graduate requirements for secondary certification have been completed.

At present, the college offers presecondary curricula in the fields of history, English and home economics.

6. Curricula Leading to Special Credentials in the Secondary School Subjects.

The college has four departments offering curricula which lead to special credentials on the secondary level.

- a. Curriculum leading to *Special Credential in Art*.
- b. Curriculum leading to *Special Credential in Home Making*.
- c. Curriculum leading to *Special Credential in Industrial Education*.
- d. Curriculum leading to *Special Credential in Physical Education*.

In the art, home making, and industrial education departments the candidate must complete a major of fifty units in his chosen field. In the physical education department the major requirement is twenty-four units. In all departments a minimum of fifteen semester hours in education, including not less than four units of directed teaching, are required. For minor requirements see the section dealing with the department concerned.

It is understood that proficiency in any part of the curricula herein provided for, when properly ascertained by the faculty of the college, shall be deemed sufficient satisfaction of the items of the curriculum covered; provided, that no student shall be graduated from any curriculum on less than 30 units of work done in residence.

A student teacher shall receive credit only for teaching done in a college training school, or as an assistant to a regularly certificated teacher who shall supervise the work, unless supervision is provided by the college.

ART DEPARTMENT

Mary E. T. Croswell
 Austine I. Camp
 Walter L. Cheever
 Ruth M. Doolittle, B.A.
 Isabel Morton Fish
 Fred L. Griffin, B.A.
 Roy Lawhorne.

1. General Requirements for Graduation With a Major in Art.

Candidates for degrees with a major in art must fulfill all the State Board and general institutional requirements which are set forth on pages 29-37.

2. Departmental Requirements.

Lower Division: Beginnings are made in lower division toward the the department major. There is a definite sequence of preliminary art courses preparatory for the upper division professional work.

	Units
Art 1 —Design and Color-----	2
Art 2 —Basketry -----	1
Art 3 —Applied Design, Toys-----	2
Art 5 —Stage Design-----	2
Art 10 —Elementary Freehand Drawing-----	2
Art 11 —Watercolor Painting-----	2
Art 12 —Lettering -----	1
Art 13 —Pencil Sketching and Composition-----	1
Art 14 —Poster -----	2
Art 19 —Public School Art-----	2

Upper Division: Thirty-three units of upper division courses in art are required for the major.

	Units
Art 101 —Advanced Design and Color-----	2
Art 102A—Weaving -----	1
Art 102B—Weaving -----	1
Art 103 —House Design -----	1
Art 104 —Jewelry -----	2
Art 105 —Costume Design -----	2
Art 106 —Pottery -----	3
Art 107 —Applied Design (Textiles)-----	2
Art 108 —Leather Tooling -----	2
Art 110 —Art Needlework -----	2
Art 112 —Bookbinding -----	1
Art 113 —Modeling -----	2
Art 114 —Interior Decoration -----	2

2. Departmental Requirements—Continued.	Units
Art 115A—Figure Drawing from Life-----	2
Art 115B—Drawing and Painting from Life-----	2
Art 116 —Landscape Painting—Oils -----	2
Art 118A—Art Appreciation -----	1
Art 118B—Art Appreciation -----	1
Art 120 —Figure Composition—Oil Painting-----	2
Total required art courses-----	50

Minor. Each candidate for graduation with a major in art may complete a minor selected from the following fields:

English	Industrial Education
Home Economics	Music
Social Sciences	Physical Education
Foreign Language	

Credentials

- a. **Special secondary credential in art.** Students receiving the degree with a major in art also earn a teaching credential which permits them to teach art in the elementary, junior high or high school.
- b. **Junior high school credential** may be obtained in addition to the special secondary, by completing twelve additional units in education during an additional semester or in summer sessions.
- c. **General elementary credential** may be obtained in addition to the special secondary, by completing 25½ additional units in the field of elementary education during additional semesters or summer sessions.
- d. **General secondary credential.** In order to obtain a general secondary credential, in addition to the art credential, the student will have to work an additional year at an institution authorized to give this credential.
- e. **Supervisor's credential.** In addition to the certification for teaching art in elementary and secondary schools, the requirements for a supervisor's credential in art may be met by the following courses:

Education 195 (Art)—Organization, Objectives and Supervision of Instruction in Art Education-----	3 units
Education 195A (Art)—Problems of Supervision in Art Education -----	3 units
See Education Courses, page 58.	

Students wishing an art major and another credential will, in general, find time is saved by first majoring in the art department.

Students wishing to register in the art department to take foundational courses for the purposes of illustration, costume design, commercial art and the crafts may arrange to do so by consulting the head of the department.

SUGGESTED UPPER DIVISION PROGRAM WITH A MAJOR
IN ART

JUNIOR YEAR

First Semester	Units
Education 175—Educational Psychology -----	3
Education 190A (Art)—Teachers' Course in Art, Elementary----	2
Art 101—Advanced Design and Color-----	2
Art 113—Modeling -----	2
Art 103—House Design or	
Art 115A—Figure Drawing from Life-----	1
Art 102A—Weaving -----	1
Art 106—Pottery -----	3
Physical Education 160A-----	$\frac{1}{2}$
	14 $\frac{1}{2}$

Second Semester

Education 190B (Art)—Teachers' Course in Art, Secondary-----	2
Art 107—Applied Design, Textiles-----	2
Art 105—Costume Design -----	2
Art 114—Interior Decoration -----	2
Electives—Upper Division -----	6
Art 104—Jewelry -----	2
Art 102B—Weaving -----	1
Physical Education 160B-----	$\frac{1}{2}$
	17 $\frac{1}{2}$

SENIOR YEAR

First Semester

Education 173—Secondary Education -----	2
Education 192A (Art)—Directed Teaching-----	2
Art 116—Landscape Painting, Oils-----	2
Art 115B—Drawing and Painting from Life-----	2
Art 108—Leather Tooling -----	2
Art 118A—Art Appreciation -----	1
Physical Education 161A-----	$\frac{1}{2}$
Elective—Upper Division-----	3
	14 $\frac{1}{2}$

Second Semester

Education 192B (Art)—Directed Teaching-----	3
Art 110—Art Needlework-----	2
Art 120—Figure Composition; Oil Painting-----	2
Art 118B—Art Appreciation -----	1
Art 112—Bookbinding -----	1
Physical Education 161B-----	$\frac{1}{2}$
Elective—Upper Division-----	5
	14 $\frac{1}{2}$

MINORS IN ART

The art department is offering two minors—one a teaching minor, including some methods and directed teaching, and the other an academic minor intended for those students who desire technical art training only.

Students in the academic departments of the college, who do not receive a teaching credential with their degree, may substitute upper division art courses for those marked with an asterisk * in the minor as set up below.

Lower Division	6 or 13 units
Art 1—Design and Color	2 units
*Art 19—Public School Art	2 units
Art 10—Elementary Freehand Drawing	2 units
Art 11—Water Color	2 units
Art 12—Lettering	1 unit
*Art 3—Applied Design—Toys	2 units
*Art 14—Poster, or	2 units
*Art 5—Stage Design	
Upper Division	6 or 12 units
*Education 190A (Art)—Teachers' Course in Elementary Art	2 units
*Education 192A (Art)—Directed Teaching	1 unit
Art 118A-B—Art Appreciation	2 units
Art 115A—Figure Drawing from Life	1 unit

Students who take the professional minor in art must do Education 192A (Art) under the direction of the art department.

DESCRIPTION OF ART COURSES

LOWER DIVISION COURSES

Art 1. Design and Color (2).

The principles of art structure as developed in design and color are the foundation of all art work. Problems are given involving original studies in spacing, line, composition and color harmony, as applied to borders, surfaces and textiles.

Art 2. Basketry (1).

This course deals with the preparation of materials, including dyeing and staining. Instruction is given in making sewed and woven baskets from original designs. Raffia, reed, and native materials are used.

The handicraft arts of the American Indians, and other peoples, both ancient and modern, are studied. Collections of photographs or tracings are made and reports given.

Art 3. Applied Design (Toys) (2).

The principles of design and color applied in original patterns for toys, constructed with cardboard, beaver-board, and wood. Painted with poster and enamel paint. Prerequisite: Art 1 and Art 10.

Art 5. Stage Design (2).

Problems of color, costume, and lighting for the staging of plays, developed to scale in miniature, and, when possible, executed in full proportions. Prerequisite: Art 1 and 10.

Art 10. Elementary Freehand Drawing (2).

Lectures are given on freehand perspective, followed by practical application of the principles to the sketching of objects, interiors, exteriors, street scenes, and landscapes, in accented outline and light and shade. Pencil rendering.

Art 11. Water Color Painting (2).

Still life compositions in water color. Prerequisite: Art 10.

Art 12. Lettering (1).

Instruction in fundamental principles of lettering, using pencil, brush, and pen in their application to poster illumination, and illustration. Design the basis of fine lettering.

Art 13. Pencil Sketching and Composition (1).

Outdoor sketching of landscape, trees, buildings. Pencil is the medium used. Prerequisite: Art 10.

Art 14. Poster (2).

The principles of advertising are studied and various types of designs are made with application to the commercial and theater poster in black and white and color. Prerequisite: Art 1+10+12.

Art 15. Figure Drawing from Life (1).

Fundamental construction in drawing the human figure.

Art 19. Public School Art (2).

Offered for the general professional department. The problems are arranged to meet the needs of elementary school teachers. They are based upon the principles of design, and, where possible, are developed with industrial application.

Poster, furniture, fabric, and toy designs are developed through paper cutting, and made with paper, cardboard, or other suitable material.

Stick and linoleum block printing in practical problems with color on paper and cloth.

Modeling animals, tiles, and small figure compositions, with plasticine and casting in plaster.

Problems in sewing and making booklets and covering boxes.

All problems have an industrial application. Prerequisite: Art 1.

UPPER DIVISION COURSES**Art 101. Advanced Design and Color (2).**

Prerequisite: Art 1.

Art 102A. Weaving (1).

This course takes up the principles and processes of weaving from earliest times. Looms are assembled and put into working order; small

looms for making Oriental rugs and woven tapestry are constructed, and weaving by cards is illustrated. Students may exercise personal choice in use of materials and of articles woven.

Art 102B. Weaving (1).

This course affords practice in the various methods by which the craft becomes an expression of art—employing color, line, and texture as a medium, it covers the ground from mere weave effects to the coverlet—types of weaving, overshot, double faced and double woven fabrics. The place of weaving in the history of civilization is discussed. Prerequisite: Art 102A.

Art 102C. Weaving (3).

This advanced course in weaving gives a comprehensive study of fabrics and their make-up. It offers an opportunity for a sustained effort in weaving, such as the weaving of a coverlet, yardage for garments, linens, etc. The progressive development of weaving throughout the ages and among different peoples and its dissemination throughout the world will be carefully considered, as well as Colonial weaving and present centers of the industry in our own country.

Art 103. House Design (1).

Lectures on the history and appreciation of architecture and studies of exteriors and interiors as applied to the home. A study of the materials used in house construction; drawing original plans to scale.

Art 104. Jewelry (2).

Making of buckles, fobs, chains, necklaces, rings, setting of stones, polishing and finishing of metal, coloring by chemical methods.

Art 105. Costume Design (2).

Study of mass, line, and composition in relation to the human figure as applied to costume. Original designs are made for the modern house and street costume, as well as for stage, festival, and pageantry. Pencil, ink, and water color rendering. Lecture on historic costumes. Prerequisite: Art 1.

Art 106. Pottery (3).

A study is made of the composition clays and glazes; hand building and decorating forms from original designs; casting and pouring of forms; actual practice in using the kiln. Prerequisite: Art 1.

Art 107. Applied Design (Textiles) (2).

Original designs are applied to textiles. Emphasis is given to design and color in batik, tie and dye, etc. Prerequisite: Art 1 and Art 101.

Art 108. Leather Tooling (2).

Original designs developed in leather tooling and staining applied to the making of bags, purses, and book covers. Modern and antique styles studied. Prerequisite: Art 1.

Art 110. Art Needlework (2).

The construction and application of various stitches, affording a medium for reproducing designs on clothing, articles for interior decoration, millinery, and all problems to which needlework is applied. Prerequisite: Art 1.

Art 112. Bookbinding (1).

Instruction in the mending, sewing, and binding of books.

Art 113. Modeling (2).

Modeling from cast and life; casting.

Art 114. Interior Decoration and House Furnishings (2).

Lectures on appreciation of art in the home with practical application of the principles of design and color used in decorating and furnishing. This course includes the choosing of wall coverings, furniture, rugs, hangings, china, and the study of period furniture. Training is given in rendering elevations and perspective in color through problems involving the treatment of walls, floors, ceiling, and furniture. Prerequisite: Art 1.

Art 115A. Figure Drawing from Life (1).

Lectures on anatomical construction of the human figure, application, drawing from life, head and costumed model with charcoal, chalk.

Art 115B. Drawing and Painting from Life (2).

From life, head and costumed figure, figure composition. Oil painting. Prerequisite: Art 115A.

Art 116. Landscape Painting—Oils (2).

Painting in oil, landscape composition. Prerequisite: Art 10, 11, 13.

Art 118A-B. Art Appreciation and History (1—1).

Illustrated lectures on the history of architecture, sculpture, and paintings. Text—*Art Through the Ages*—Gardner.

Art 120. Figure Composition—Oil Painting (2).

Decorative compositions in various media, applied to beautifying wall spaces in the home and in public buildings. Prerequisite: Art 115A and 116.

Education 190A (Art). Teachers' Course in Secondary School Art.

See education courses, page 55.

Education 190B (Art). Teachers' Course in Secondary School Art.

See education courses, page 55.

Education 192A-B (Art). Directed Teaching.

See education courses, page 57.

Education 195A (Art). Organization, Objectives and Supervision of Instruction in Art Education.

See education courses, page 58.

Education 195B (Art). Problems of Supervision in Art Education.

See education courses, page 58.

EDUCATION DEPARTMENT

Charles L. Jacobs, Ph.D.
Elizabeth L. Bishop, Ed. D.
Roy P. Eichelberger, M.A.
Edith M. Leonard, M.A.
Elsie Pond, M.A.
Laura Specht Price, M.A.
William Scalapino, B.A.

A. Majors Offered in the Field of Education.

1. Kindergarten-Primary Education.
2. Elementary Education.
3. Junior High School Education.

B. General Requirements for Graduation with a Major in Any of the Above Fields.

1. Candidates for degrees with a major in education must fulfill all the State Board and general institutional requirements which are set forth on pages 29-37.
2. Introduction to Education is prerequisite to all other courses and should be taken in the sophomore year. This should be followed with educational psychology in the junior year. General psychology is a prerequisite to these courses.
3. **Proficiency in the subjects of the elementary fields.** Before registration for directed teaching, students in this department must demonstrate proficiency in penmanship and spelling, demonstrated by passing the standard examinations which are given twice a year.
4. **Mathematics 10.** The course in arithmetic for teachers given in this department assumes proficiency in the fundamental operations in arithmetic. An examination is given twice each year to determine this proficiency. Students who fail will be required to bring their skill up to standard before admission to the course. A coaching class will be formed for such students when necessary, but since this work is not of college grade, the expense of the coaching must be borne by the students who take it.

Mathematics 10 does not reduce the 6 units of mathematics required for all students. It is an additional requirement in this department.

5. **Science credit.** Six units of chemistry, physics, physiology or zoology taken in high school may be allowed on the science requirement, but with no reduction of total units required. When this substitution is made, six general electives will replace the six science units.

Work taken in college in fulfillment of the natural science requirement must include at least two units of laboratory credit.

6. **Social Science.** If History of the United States is not elected, then Political Science 1B must be completed as well as History of the Americas.
7. **Physical education.** All men enrolled in the elementary education department will be required to take Physical Education 2B, Theory and Practice in the Organization and Leading of Groups of Activity, in place of one-half unit of the physical education requirement for men.
8. **Scholarship requirement.** The average of all the grades received in education courses must not fall below one grade point per unit.
9. **Directed teaching requirements.** Before a student may begin directed teaching, he must complete the proficiency tests in the elementary subjects, as described in (3) and (4) of this section.

Scholastic standing. Before a student may register for directed teaching he must have maintained an average of one grade point per registered unit.

At the conclusion of any semester, should his average drop below "C," the student may not reregister for directed teaching until the average grade becomes satisfactory.

No student may be graduated without an average grade of "C" in directed teaching. In case the average teaching grade falls below this standard, additional units beyond the total of 124 must be earned in directed teaching, until the average grade reaches the standard set.

Students with advanced standing may not receive college credit for experience in teaching before they have satisfactorily completed at least two units of directed teaching in this institution.

C. Special Requirements for Graduation.

1. Majors covering the kindergarten-primary fields to the third grade inclusive.

a. **Minors**—Each candidate for graduation must complete two minors selected preferably from among the following:

Music
Art

Physical Education
English

As many courses as possible should be pursued in the other two fields.

- b. **Proficiency in music.** Before the kindergarten-primary major may register for directed teaching she must demonstrate proficiency in playing accompaniments to simple rhythms and melodies, and have the ability to sing in tune.
- c. Proficiency in nature study is also required before registering for directed teaching.

Proficiency in vocal music and nature study will be satisfactorily demonstrated by completing the courses in the departmental

curricula. Proficiency in piano will be determined through a standard examination given twice a year.

2. Majors covering the elementary and junior high school fields.

a. **Minors**—Each candidate for graduation must complete two minors selected from the following fields:

English	Music
Social Science	Art
Home Economics	Physical Education
Industrial Arts	Natural Sciences
Foreign Languages	

b. Candidates qualifying for a junior high school credential may earn it in one of three ways:

1. By majoring in junior high school education and minoring in two subjects taught in junior high school.
2. By taking the combined elementary and junior high school curriculum and minoring in two subjects taught in elementary and junior high schools.
3. By fulfilling the requirements of one of the major subjects offered in this institution, completing a minor in a subject taught in junior high school, and completing the following educational requirement:

	Units
Introduction to Education-----	3
Educational Psychology -----	3
Principles of Junior High Education-----	3
Junior High School Procedure-----	3
Introduction to Teaching—Junior High-----	2
Directed Teaching—Junior High-----	4

4. Principles of Junior High School should be taken in the junior year, preferably after Educational Psychology, but may be taken concurrently.
5. Junior High School Procedure follows the course in Principles and may be taken concurrently with the succeeding course, Introduction to Teaching.
6. Directed Teaching is reserved for the senior year.

It is suggested that those planning to qualify for the kindergarten-primary or for the elementary credential should elect the following courses in their freshman and sophomore years:

	Units
Art 1—Design and Color-----	2
Art 19—Public School Art-----	2
English 82B—English Survey-----	3
or	
English 40—World Literature -----	3

	Units
Mathematics 10—Principles of Mathematics-----	3
Home Economics 10—Nutrition and Health-----	2
Industrial Education 129—Industrial Art-----	2
Music 1—Principles of Music-----	2

3. Combinations of majors.

Combinations of these majors may be made, but will require a longer time for completion. A student who desires to qualify for credentials in two of these fields must take, in an additional semester, certain additional requirements as follows:

- a. Kindergarten-Primary Department majors who desire the elementary credential must take in addition to the departmental requirements the following courses:

	Units
1. Elementary Procedure -----	3
(Spring, senior year)	
2. Directed Teaching, Elementary-----	4
(Fall, additional semester)	
3. Music Education -----	2
(Fall, additional semester)	

- b. Elementary Department majors who desire a kindergarten-primary credential must take in addition to the departmental requirements, the following courses:

	Units
1. Kindergarten Procedure -----	3
(Fall, senior year)	
2. Kindergarten-Primary Activities -----	3
(Spring, senior year)	
3. Music for Plays, Festivals, and Pageants-----	1
(Spring, senior year, or fall of additional semester)	
4. Kindergarten-Primary Music -----	2
(Spring, senior year, or fall of additional semester)	
5. Kindergarten Crafts -----	2
(Spring, senior year, or fall of additional semester)	
6. Physical Education 162—Theory and Practice-----	$\frac{1}{2}$
(Fall, additional semester)	
7. Directed Teaching, Kindergarten-----	4
(Fall, additional semester)	

- c. Elementary Department majors who desire a junior high school credential must take in addition to the departmental requirements the following courses:

	Units
1. Principles of Junior High School-----	3
(Fall, senior year)	
2. Junior High School Procedure-----	3
(Spring, fourth year)	
3. Introduction to Teaching Junior High School-----	2
(Spring, senior year)	
4. Directed Teaching Junior High School-----	4
(Additional semester)	

d. Junior High School Department majors who desire an elementary credential must take in addition to the departmental requirements the following courses:

	Units
1. Primary Procedure ----- (Fall, senior year)	3
2. Elementary Procedure ----- (Spring, senior year)	3
3. Introduction to Teaching, Elementary----- (Fall or spring, senior year)	2
4. Music Education ----- (Fall, additional semester)	2
5. Children's Literature ----- (Fall, additional semester)	2
6. Parent Education ----- (Fall, additional semester)	1
7. Directed Teaching, Elementary----- (Fall, additional semester)	4

SUGGESTED UPPER DIVISION PROGRAM WITH A MAJOR IN EDUCATION

JUNIOR YEAR

First Semester

	K-P	El	JHS
Education 190 (K) -----	3	0	0
Education 190 (P) -----	3	3	0
Education 174 (JH) -----	0	0	3
Education 190 (Music Elem.) -----	0	2	0
Education 190 (Music K-P) -----	2	0	0
Education 191 (K or Elem. or JH) -----	2	2	2
Education 175 -----	3	3	3
Physical Education 160A -----	0	$\frac{1}{2}$	$\frac{1}{2}$
Physical Education 162 -----	$\frac{1}{2}$	0	0
Education 177 -----	2	2	2
English 187J -----	2	2	0
Electives -----	0	3	7
	17 $\frac{1}{2}$	17 $\frac{1}{2}$	17 $\frac{1}{2}$

Second Semester

Education 162 -----	3	0	0
Education 190 (Elem.) -----	0	3	0
Education 190 (JH) -----	0	0	3
Education 136A -----	2	2	2
Education 191 (K or Elem. or JH) -----	2	2	2
Physical Education 160B -----	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Education 128 -----	2	0	0
Education 181 -----	2	2	2
Science 160 -----	3	3	3
Music 113 -----	1	0	0
Electives -----	2	5	5
	17 $\frac{1}{2}$	17 $\frac{1}{2}$	17 $\frac{1}{2}$

SUGGESTED UPPER DIVISION PROGRAM WITH A MAJOR IN EDUCATION—Continued

SENIOR YEAR

First Semester

	K-P	El	JHS
Education 192 (K or P or Elem. or JH) --- Directed Teaching ---	4	4	4
Education 159 --- Parent Education ---	1	1	0
Physical Education 161A --- Elective Senior Activities ---	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Education 178 --- Educational Sociology ---	0	0	2
Electives ---	$7\frac{1}{2}$	$7\frac{1}{2}$	$6\frac{1}{2}$
	<u>13</u>	<u>13</u>	<u>13</u>

Second Semester

	K-P	El	JHS
Education 192 (K or P or Elem. or JH) --- Directed Teaching ---	4	4	4
Physical Education 161B --- Elective Senior Activities ---	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Electives ---	$9\frac{1}{2}$	$9\frac{1}{2}$	$9\frac{1}{2}$
	<u>14</u>	<u>14</u>	<u>14</u>

DESCRIPTION OF EDUCATION COURSES**LOWER DIVISION COURSES****Education 57. Introduction to the Study of Education (3).**

This is a general introduction to the various fields of educational thought and practice. This course is required of all candidates for any form of California teachers' recommendation and should precede all other courses in education. Lectures, readings, reports, and discussions. *Either semester.*

UPPER DIVISION COURSES**Education 117. History of Education in the United States (2).**

A study and interpretation of American educational progress and current practice. It deals with the more important problems of present day education in the light of their historical development. Readings, reports, discussions.

Education 120. New Procedure in Teaching Reading (2).

The object of this course is to review the recent developments in teaching reading which have resulted from several carefully conducted scientific experiments. (Not offered in 1933-34.)

Education 136A. Educational Tests and Measurements (2).

An elementary course dealing with the problems of administration, interpretation and use of educational tests and measurements, including some discussion of informal objective tests.

Education 136B. Educational Measurements (2).

An advanced course in examination methods; laboratory work; individual mental measurements; diagnostic methods. Opportunity for advanced students to do supervised research work. (Not offered in 1933-34.)

Education 137. Educational Statistics (2).

The application of the theory of statistics to measurements in the field of education. The collection and tabulation of data, the theory of averages, of variability, of correlation, and the use of the frequency curve. Graphic representation of statistical data.

Education 139. Public Education in California (2).

General problems of school administration discussed from the functional standpoint, as related to the California school system and its laws. (Not offered in 1933-34.)

Education 143. Educational and Vocational Guidance (3).

This course is designed to make the pupil acquainted with the aims and practices of pupil classification and the methods of vocational guidance. The course presupposes some acquaintance with intelligence tests and educational measurements.

Education 157. Educational Periodicals (1).

A study of current magazine material in the field of education. Readings, discussions, reports.

Education 159. Home Background and Parent Education (1).

A study of the principles and methods involved in the various types of parent education including child study groups, mothers' clubs and parent-teacher organizations.

Education 162. Kindergarten-Primary Play Activities (3).

In this course a study of the play materials used, such as building blocks, toys, nature material, and playground apparatus, will be made. Principles underlying the selection of play materials for children will be emphasized and opportunity afforded for experience in applying the method of using these materials.

Education 170. Philosophy of Education (2).

An intensive study of philosophy of education in relation to life, aiming toward formulation of a working philosophy of education for life needs.

Education 171. The Principal and His School (3).

The opportunities and responsibilities of a modern school principal. Means of securing improvement in instruction; classification and promotion of pupils; retardation; effective use of the school plant; program making; extracurricular activities. (Not offered in 1933-34.)

Education 172. Modern Practice and Experiments in Education (2).

This course will set forth the important new practices and the better known experiments in education now being carried on. The object will be to evaluate these practices and experiments in terms of theory, practice, and results.

Education 173. Secondary Education (2).

A special study of the objectives, curriculum, and methods of the American secondary school in the light of its historical development and European backgrounds. Related to the problems of the junior high school and elementary school on the one hand and to the problem of higher education on the other.

Education 174. Principles of Junior High School Education (3).

Principles of education as applied to the junior high school problem. The place and function of the junior high school, the character of its pupils, its organization and course of study, and its relation to the elementary school and to the senior high school.

Education 175. Educational Psychology (3).

The principles of psychology in relation to the educative process. The original nature of man and his development with emphasis on individual differences due to environment and heredity and their influence upon the acquisition of knowledge, skills, attitudes, and appreciations.

This course requires as prerequisite a knowledge of general psychology.
Either semester.

Education 176. Advanced Educational Psychology (2).

A course offered for students who have shown exceptional ability in the educational psychology course. Each student will elect and pursue

throughout the term some particular problem of special interest. (Not offered in 1933-34.)

Education 176. Psychology of Elementary School Subjects (2).

A study of the laws of learning as applied to the teaching of various school subjects with special attention to the most recent experiments and latest findings.

Education 177. Growth and Development of the Child (2).

The mental and physical growth and development of the school child in relation to school adjustment, with special emphasis on the physical basis of education, the general laws of growth, physical defects, the health of the school child, and preventive mental hygiene. *Either semester.*

Education 178. Educational Sociology (2).

The influence of the nature of our form of society and government upon the character of our schools. The way groups operate and the consequence of this operation as it affects school work. The school as an agency of meeting and effecting social changes.

Education 180. Character Education (2).

A study of the various means employed to inculcate the habits of conduct deemed essential to effective living in a democratic society and an evaluation of the different methods used to foster moral living. (Not offered in 1933-34.)

Education 181. Child Study (2).

This course considers the outstanding behavior problems of young children and the application of the principles of mental hygiene and psychology to their successful solution. Stress will be laid on the prevention of mental and personality disorders. Various types of records will be studied. Observation and diagnosis of cases are required.

Education 190.

All 190 courses are methods courses. Symbols in parentheses after the number indicate the department.

Education 190A (Art). Teachers' Courses in Art, Elementary (2).

A study of the methods of teaching art in the elementary schools. Making of original problems, and developing courses of study.

Education 190B (Art). Teachers' Course in Art, Secondary (2).

A study of the methods of teaching art in the secondary schools. Making of courses of study and collection of illustrative material.

Education 190 (K.). Kindergarten Procedure (3).

This course emphasizes the importance of understanding children—their needs—characteristics and differences—as a foundation for scientific teaching. A study is made of the selection of subject matter—activities and methods in the kindergarten-primary school. Each student will be expected to choose and study in detail a problem in which she is especially interested. This course is correlated with supervised observation and participation in the kindergarten.

Education 190 (P.). Primary Procedure (3).

A practical study of the materials, their organization, and possible procedures in terms of activities or units of work. The course is designed to promote mental development based upon an understanding of the child's social and emotional set-up.

Education 190 (Elem.). Elementary Procedure (3).

A practical study of the materials, their organization, and possible procedure in the subjects of the elementary school in terms of activities, units of work, problems, projects, and laboratory work. The course puts emphasis on academic results with the child as the center of the curriculum.

Education 190 (J. H.). Junior High School Procedure (3).

Modern procedure in classroom practice in junior high schools. The project method, the socialized recitation, examination and testing methods, teaching how to study will be subjects for special consideration.

Education 190 (H. E.). Teaching Methods (Household Science) (2).

A study of methods of teaching home economics, as applied in problems of food and cleaning, including methods of presentation of subject matter, reviews of typical courses of study, discussion of various administrative problems, preparation of illustrative material for use in teaching and book reviews.

Education 190 (H. A.). Teaching Methods (Household Art) (2).

A study of methods of teaching home economics, as applied in problems of clothing and house furnishing; including methods of presentation of subject matter, reviews of various courses of study, discussion of various administrative problems, preparation of illustrative material for use in teaching, and book reviews.

Education 190 (I. E.). Teaching Problems in Industrial Arts Education (3).

This course is offered as an opportunity for students to devote themselves to the solution of many of the numerous problems confronting teachers of shop subjects. Shop organization, courses of study, methods of teaching, extracurricular activities, etc., form topics for study and discussion.

Education 190 (Mus. E.). Music Education (2).

Organization, methods of procedure and administration of music in the elementary grades.

Education 190. Music (K. P.) (2).

Music for kindergarten-primary teachers.

Education 191.

All 191 courses are introductory courses. Symbols in parentheses after the number indicate the department.

Education 191 (K. P.-El.-J. H.) (2).

An observation, participation, conference course dealing with the kindergarten, elementary and junior high schools, and with classroom management.

Prerequisite to Education 192 (K. P.-El.-J. H.).

Education 191 (I. E.). Content and Materials in Industrial Arts Education (2).

This course is a survey of the field of industrial arts education and is designed to make the student acquainted with the common method of solving problems of the course content and of planning the industrial education program in various schools. It includes also discussion regarding the purchase of equipment and the handling of supplies.

Education 192.

All Education 192 courses are directed teaching courses. Symbols in parentheses after the number indicate the department.

Education 192A-B (Art). Directed Teaching (2) (3).

Teaching of design, painting, modeling, and art crafts in the elementary and secondary schools. Written lesson plans, prepared material, and discussion.

Education 192 (K. P.-El.-J. H.). Directed Teaching (4-8).

Practical experience in teaching in the field for which the candidate is registered.

Prerequisite: Education 190 and the course Education 191 required for the credential being earned.

Education 192 (H. A.). Directed Teaching (Household Art) (3).

Experience in classroom teaching carried on under the supervision of expert teachers of household art. Classroom work, conference, and discussion. For all students working for a credential or degree in this field.

Education 192 (H. E.). Directed Teaching (Household Science) (2).

Experience in classroom teaching carried on under the supervision of expert teachers in household science. Classroom work, conference, and discussion. For all students working for a credential or degree in this field.

Education 192 (P. E.). Directed Teaching in Physical Education (2-2).

This includes directed teaching in the various phases of physical education and recreation. The students are assigned to assist in various classes, on the playgrounds, and in different sports. Practice teaching is under supervision in the elementary, junior high, and senior high schools.

Education 192 (I. E.). Directed Teaching in Industrial Arts (5).

By practical experience under the direction of a supervisor it is planned to give the student opportunity to put into practice the principles of teaching and the theory of education which have previously been presented and discussed in other courses. This teaching is carried through two semesters in the public schools of the city.

Education 195.

This number is applied to the courses in supervision of teaching. The symbol in parentheses refers to the department concerned.

Education 195A (Art). Problems of Supervision in Art Education (3).

Methods and specific problems involved in the effective supervision of art education. Type projects in courses of study, teachers' schedules, evaluation of teachers' efficiency, and office organization will be the basis of this course.

Education 195B (Art). Organization, Objectives, and Supervision of Instruction in Art Education (3).

In this course particular attention will be given to the function of the art supervisor in elementary education and the relationship to the principal and teachers in such a system.

General principles affecting classroom teaching of art, teachers' meetings and personal conferences with teachers will be discussed.

Education 195 (Elem.). School Administration and Supervision (3).

The object of this course is to distinguish between the functions of administration and supervision, and to lay down principles necessary for the efficient conduct of a school. Selection and rating of teachers, curriculum making, etc.

Education 195 (J. H. S.). The Administration of a Junior High School (3).

The special purpose of this course is to review the development of the junior high school, study the existing forms of organization, give information as to its special functions, and to advise as to curricula and courses of study, methods of teaching, grouping, assigning courses, and administration and scheduling of classes.

Education 195A (I. E.). Organization, Objectives, and Supervision of Instruction in Industrial Education (3).

The course covers the general principles of supervision, and the duties and functions of the supervisors. Special consideration is given to the objectives in supervision in industrial education, and to the place of the supervisor and his relationship to the teaching force, the students, the administration, and the school system as a whole.

Education 195B (I. E.). Problems of Supervision in Industrial Education (3).

In this course are studied the methods of the supervisor and the specific problems involved in effective supervision in the field of industrial and vocational education. Type projects in supervision of instruction, courses of study, teachers' schedules, keeping of records, evaluation of teaching efficiency, etc., constitute a part of the work.

ENGLISH DEPARTMENT

William Ashworth, M.A.
 William C. Maxwell, Ph.D.
 Margaret Burke, M.A.
 Marie J. Davis, B.A.

1. General Requirements for Graduation with a Major in English.

Candidates for degrees with a major in English must fulfill all the State board and general institutional requirements which are set forth on pages 29-37.

2. Specific Departmental Requirements and Recommendations.

	Units
a. Maximum units which may be taken in English-----	40
b. Education courses -----	12
c. Academic list of courses.	

At least 112 units offered for the degree of A.B., with English as a major, must be chosen from the following list of courses, and the 40 units in upper division work must be selected from the same list:

Art. All courses.
 Education. 57, 117, 170X, 173, 175, 177, 178.
 English. All courses.
 Foreign Language. All courses.
 Industrial Education Drawing. 1, 2, 3, 102.
 Mathematics. 1, 2, 3A-B, 4A-B, 5A-B.
 Music. All courses.
 Physical Education. All courses.
 Psychology and Philosophy. All courses.
 Science. Chemistry 2A-B, 5; Physics 20A-B; Botany 40A-B; Zoology 60A-B; Physiology 50A-B.
 Social Science. All courses.

	Units
d. Foreign Language-----	15

These units must not be in more than two languages. Each year of high school work in a foreign language will be counted in satisfaction of 3 units of this requirement.

	Units
e. Lower Division English-----	12
f. Additional year course.	

At least six units from one of the following groups:

1. Foreign Language, additional to d.
 This may be satisfied in whole or in part in the high school, provided the language be Latin.

- 2. Mathematics: trigonometry, spherical trigonometry, plane analytic geometry, college algebra. Introduction to calculus. This may be satisfied in part in high school.
- 3. Philosophy.

Upper Division Requirements.

- a. *Units required in upper division.*
A student must complete sixty (60) units after he is admitted to upper division.
Forty (40) units of the work done by students in the upper division must be made up of upper division subjects.
- b. *Maximum English units in upper division.* Not more than 30 units of upper division courses taken in English after entering the upper division will be counted toward the A.B. degree. Twenty-seven units of upper division English are required.
- c. *Senior transfers to the college.* Students with senior standing at the time of admission, who transfer to the college from other institutions, must complete at least 18 units in upper division courses, including at least 12 units in English, but no student may be graduated from the college with less than 30 units of work completed in residence.
- d. *Scholarship within the department.* The student must have an average grade of C (as many grade points as units) in all courses offered as a part of the major.
Students who fail in the lower division to attain an average of C (one grade point for each unit of work taken), in the English department may, at the option of the department, be denied the privilege of a major in the department.

Courses Required for the Major in English.

	Units
Total required units-----	39
Required courses:	
English 18A-B—English Composition -----	6
English 82A-B—History of English Literature-----	6
English 121—Shakespeare -----	3
English 142—Introduction to Criticism-----	3
English 117—Chaucer -----	3
English 147—Milton -----	3
English 123—History of the English Novel-----	3
English 198—Comprehensive Review -----	0
English Electives (courses numbered over 100)-----	12

Minor.

Students majoring in English should select as a minor a subject taught in high school.

Special Students.

A special student who wishes to enroll in any English course may do so, *provided*: that he is not less than 21 years of age; that he has filed

satisfactory written evidence with the Registrar that he is fit to pursue the work desired; that the head of the English department under whom he plans the greater part of his work gives his written approval.

Should a special student change his status to that of a regular or provisional student he must meet all the requirements demanded of such students carrying work in English before he shall receive credit for any work done by him as a special student.

The English A Requirement.

a. Unless otherwise stated herein, all undergraduate entrants must, at the time of their first registration at the college, take an examination known and designated as the *Examination in English A*. The purpose of this test is to determine the ability of such entrants to write English without gross errors in diction, grammar, punctuation, sentence-structure, and spelling.

b. The *Examination in English A* will be given at the opening of each semester on the Saturday preceding the beginning of instruction. If the English department finds it necessary, a second examination for late entrants will be held not later than two weeks after the first examination in each semester. For either of these examinations, a fee of fifty cents (\$.50) will be charged. Papers submitted in the tests will be graded as "passed" or "failed." No papers submitted by students will be returned to them, once such written tests have been handed to the college examiners. Any student who is not present at the examination in English A which he is required to take will be denied entrance to English courses until this examination has been passed.

c. Students who do not pass the examination in English A will be required to take, immediately following such failure, a course of instruction known as *English X* which gives no credit of any sort toward graduation.

d. Should the student again fail in the *English X* course, he will be required to repeat the course the next semester of his college residence. The course in *English X* will be given during the fall semester, two hours a week.

e. All students required to enroll in *English X* shall be charged a fee of \$5 each, and the charge shall be repeated, without deduction of any kind, each time they take the course.

f. Whenever, in the judgment of the instructor in the class in *English X*, a student shows sufficient excellence in his work, the instructor is authorized to give him a final passing grade in *English X*, and permit him to withdraw from attending the class.

g. The date before such withdrawals are allowed shall be determined by the English department. The determining of the portion of the fee, if any, that is returnable, shall be made by the head of the English department.

h. All students must pass the *Examination in English A* or its equivalent before they may enroll in any English class. No student will be recommended for entrance into upper division, nor may any student be granted a bachelor's degree until he has satisfied this requirement.

i. Any student who has received a grade of 60 per cent in the College Board Entrance Examination in English 1 will receive credit for *English A*.

j. A student who enters the college with sixty (60) or more credits or units of advanced standing, and who has passed an examination similar to the examination in *English A* at the institution from which he came, or who has completed a course in English Composition at that institution with a grade deemed acceptable by the English department, will be considered to have met the *English A* requirement.

Comprehensive Final Examination.

At the beginning of the senior year, the English department requires a final examination of all undergraduates majoring in English. This examination is a part of the course English 198, Comprehensive Review, and shall appear on the student's program card for his semester's work. This examination, however, does not carry unit value.

**SUGGESTED UPPER DIVISION PROGRAM WITH A MAJOR
IN ENGLISH**

JUNIOR YEAR

First Semester

	Units
English 122—Shakespeare	3
English 123—History of the English Novel.....	3
Physical Education 160A.....	$\frac{1}{2}$
Education 174—Principles of Junior High School.....	3
Education 175—Educational Psychology	3
Electives—	
English	}
History	
Language	
Home Economics	
Science	
Art	
	15 $\frac{1}{2}$

Second Semester

English 140—Comparative Literature	3
English 160—Bible as Literature.....	3
Physical Education 160B.....	$\frac{1}{2}$
Education 191—Junior High School Procedure.....	3
Electives—	
English	}
History	
Language	
Home Economics	
Science	
Art	
	6
	15 $\frac{1}{2}$

SENIOR YEAR

First Semester	Units
English 195—English Research -----	3
English 117—Chaucer -----	3
English 142—Criticism -----	3
English 198—Comprehensive Review -----	0
Physical Education 161A -----	$\frac{1}{2}$
Education 192A-B (J. H.)—Directed Teaching -----	4

Electives—

History	}	-----	3
Language			
Home Economics			
Science			
Art			
Education			
Sociology	}		

16 $\frac{1}{2}$

Second Semester

English 147—Milton -----	3
English 130—Contemporary Verse -----	3
Education Elective -----	3
Physical Education 161B -----	$\frac{1}{2}$
Electives -----	4

13 $\frac{1}{2}$

MINOR IN ENGLISH

Lower Division -----	6 or 9 units
English 18A and 18B—Composition -----	6 units
English 27 or 28—Journalism, or	
English 38—Advanced Composition, or	
English 44—Play Production, or	
English 82A or 82B—Literature Survey, or	
English 81A or 81B—American Literature -----	3 units
Upper Division -----	12 or 9 units
Selection from courses numbered above 100.	—
Total -----	18 units

DESCRIPTION OF ENGLISH COURSES

Webster's Collegiate Dictionary and Roget's Thesaurus of English Words and Phrases are recommended for courses in the English department.

English X (noncredit).

English X is the course prescribed for students who have received unsatisfactory grades in the English A examination at entrance. The fee is \$5 (to be repeated each time the student takes the course).

LOWER DIVISION COURSES

English 15. Public Speaking (3).

Practice in oral rhetoric; exposition and argumentation; organization and presentation of suitable platform speeches. *Either semester.*

English 18A-B. Freshman Composition (3-3).

A study of the mechanics of composition; constant practice in theme writing; an attempt to develop good taste and an adequate expression in English; assigned readings; personal conferences.

Second-year English presupposes the obtaining of a satisfactory grade in English 18A-B; otherwise, the permission of the department must be secured before enrollment.

English 27. News Writing (3).

Principles of news writing. Practice in reporting for college weekly and for daily newspapers. Some consideration of the history of journalism and of the organization of the modern newspaper.

English 28. Feature Writing (3).

Practice in writing interview stories, human interest stories and magazine articles. Consideration of the writing market, the contest field, and the correct preparation of manuscripts.

English 38A-B. Advanced Composition (3-3).

For students who have a satisfactory grade in freshman composition, and who desire further development in writing, also for sophomores in lieu of part of the modern language requirement. (See page 59.) No assigned lessons, exercises, or texts. The student must submit at least five original articles, essays or stories, each of approximately 3000 words, during the semester. Considerable reading will be expected in the student's chosen field, with occasional oral reports. Initiative rests solely with the student; the instructor restricts himself to criticism and advice. This course may be taken as an upper division subject; it may also be repeated for credit.

English 44A-B. Play Production (3-3).

The study and production of plays, supplemented by lectures, readings, and reports. Practice in directing, producing, and participating in classroom productions. Two lecture hours and one three-hour laboratory period a week. Prerequisite: English 15 or its equivalent.

English 81A-B. American Literature (3-3).

A general survey of American literature, with detailed attention to the more important writers in the Colonial and National periods (not offered in 1933-1934).

English 82A-B. English Literature (3-3).

A historical survey of the classics of English literature, with special attention to the rise and evolution of typical literary forms, and of their relation to political, economic, and cultural backgrounds.

English 83. Short Story Writing (3).

Study and development of technique in writing this special type of composition. Elaboration of plots based upon material developed by members of the class. Considerable writing required. Lectures, discussions, criticism. Prerequisite: English 18A-B.

UPPER DIVISION COURSES**English 117. Chaucer (3).**

The poems of Chaucer, with special attention to *The Canterbury Tales*, and the *Troilus and Criseyde*; important contemporary writers.

English 120. Current Drama (3).

Inheritance from the previous generations of dramatists; experimentation versus orthodox drama; playwrights, actors, publishers, and producers; who sets the standards; the psychology of the audience; the present dramatic outlook in Europe and America. (Not offered in 1933-1934.)

English 121. Shakespeare (3).

Rapid reading of at least 15 of the most important plays, chosen in chronological order, from the Shakespearean canon. Lectures, discussions, weekly reports, and special assignments. This course is required of all English majors. Fall semester.

English 122. Shakespeare (3).

Intensive study of the most important Shakespearean plays. This course is primarily for English majors. Prerequisite: English 121. Spring semester. (Not offered in 1933-1934.)

English 123. The History of the English Novel (3).

A general reading course comprising a preliminary survey of the development of the novel in Europe, followed by a study of its growth in England, broadly stated between the time of Sir Thomas More's *Utopia* and of Samuel Butler's *The Way of All Flesh*.

English 124. The Modern Novel (3).

The reading of representative novels beginning with the third quarter of the 19th century to the present; from George Meredith's *The Ordeal of Richard Feverel* to John Dos Passos' *Manhattan Transfer*.

English 130. Contemporary Verse (3).

Consideration of twentieth century experiments in verse, with emphasis upon living English and American poets.

English 140. Comparative Literature (3).

Lectures and assigned readings of some of the world's literary masterpieces in translation, both ancient and modern. The material used will vary from year to year. Open also to sophomores.

English 142. Introduction to Criticism (3).

A study of the characteristics of literature and of the fundamental principles of good criticism. Consideration of the progress of critical theory; old and new schools and their representative exponents. Considerable practice in writing criticisms of current literature.

English 147. Dante and Milton (3).

A rapid survey of the epic as developed by Homer, Virgil, Dante, and Milton; an intensive study of *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*; Milton as a writer of prose; his influence on the thought and poetry of succeeding generations; the modern epic.

English 148. Age of Johnson (3).

English literature from 1740–1798: Dr. Johnson and his circle; the conflict between Neo-Classicism and Romanticism. (Not offered in 1933–1934.)

English 150. Readings from Life (3).

A consideration of typical current biographical literature. The lives selected will be as diversified as possible, and while not ignored, material other than best sellers and book club selections will be stressed.

English 160. Bible as Literature (3).

Representative parts of the Old and New Testaments studied as literature.

English 163. Current Problems in Contemporary Literature (3).

A survey of contemporary literature as it reveals the social, ethical, and esthetic attitudes of today. The reading in this course will be based upon novels, plays, essays, and poems.

English 180. Nineteenth Century Poetry (3).

The philosophic theories, expressed and implied, in the great writers of the last century; their attitude toward mysticism, free will, mechanism, materialism, fate, idealism, etc. (Not offered in 1933–1934.)

English 187. Children's Literature (2).

Sources of juvenile literature; folk tales; histories, scientific and geographical tales; modern children's stories; reorganization of typical

examples into good dramatic form; the pageant as an outgrowth of folk-culture. Fall semester.

English 195. Research (Honor Course) (3).

The English seminar is planned for independent study and research for such students who, in the opinion of the English department, are deemed equal to its demand. *Eligibility.—Enrollment is possible only through invitation of the department and not through the choice of the student.* Generally speaking, those undergraduates will be considered who have obtained at least their junior standing, and who are in the upper quartile. No definite number of units can be stated for this work, these varying with the demands of individuals.

English 198. Comprehensive Review. Credits to be arranged.

This course is intended only for juniors and seniors who are candidates for the A.B. degree. It consists of examinations, oral and written, as the department may determine. No student will be recommended for graduation who has not worked seriously in this class. Fall semester.

FOREIGN LANGUAGES

Eda Ramelli, M.A.
Charles Robson, B.A.

FRENCH

LOWER DIVISION COURSES

French 1A-B. Elementary French (5-5).

Essentials of the grammar, conversation, reading, composition. Conducted in French.

French 2A. Intermediate French (3).

Advanced grammar, composition. Reading of French prose and discussion in French. Prerequisite: Course 1B or three years of high school French. Two years of high school French with grades of A or B may sometimes be accepted.

French 2B. Intermediate French (3).

Continuation of course 2A. Prerequisite: Course 2A.

French 40A-B. Directed Teaching (2-2).

Prerequisite: Course 2B or four years of high school French.

UPPER DIVISION COURSES

French 101A-B. Conversation and Composition (2-2).

French 112A-B. Advanced French (3-3).

Reading and discussion in the foreign language of Nineteenth Century French drama, novel, and poetry.

French 140A-B. Directed Reading (2-2).

SPANISH

LOWER DIVISION COURSES

Spanish 1A-B. Elementary Spanish (5-5).

Essentials of the grammar, conversation, reading, composition. Conducted in Spanish.

Spanish 2A. Intermediate Spanish (3).

Advanced grammar, composition. Reading of Spanish prose and discussion in Spanish. Prerequisite: Course 1B or three years of high school Spanish. Two years of high school Spanish with grades of A or B may sometimes be accepted.

Spanish 2B. Intermediate Spanish (3).

Continuation of course 2A. Prerequisite: Course 2A.

Spanish 50A-B. Directed Reading (2-2).

Prerequisite: Course 2B or four years of high school Spanish.

UPPER DIVISION COURSES**Spanish 102A-B. Conversation and Composition (2-2).****Spanish 110A-B. Advanced Spanish (3-3).**

Reading and discussion in the foreign language of Nineteenth Century Spanish novel, drama, and poetry.

Spanish 150A-B. Directed Reading (2-2).**MINORS IN FOREIGN LANGUAGE**

These departments have not as yet a major curriculum. They do, however, offer minors as follows:

FRENCH**Lower Division—**

Four years of high school work (5 hours per week) in French or college courses as follows:

French 1A-B—Elementary French	10 units
French 2A-B—Intermediate French	6 units

It is suggested that the student take in addition at least one semester of lower division directed reading.

French 40A or 40B—Directed Reading	2 units
--	---------

Upper Division	10 units
----------------------	----------

French 101A-B—Conversation and Composition...	4 units
French 112A-B—The Nineteenth Century	6 units

SPANISH**Lower Division—**

Four years of high school work (5 hours per week) in Spanish, or college courses as follows:

Spanish 1A-B—Elementary Spanish	10 units
Spanish 2A-B—Intermediate Spanish	6 units

It is suggested that the student take in addition at least one semester of lower division directed reading.

Spanish 50A or 50B—Directed Reading	2 units
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Upper Division	10 units
----------------------	----------

Spanish 102A-B—Conversation and Composition...	4 units
Spanish 110A-B—The Nineteenth Century	6 units

HOME ECONOMICS DEPARTMENT

Charlotte P. Ebbets
 Alice V. Bradley, M.A.
 Edith O. Churchill, B.A.
 Florence L. Clark, M.A.
 Winifred M. Frye, B.S.

Requirements for Graduation With a Major in Home Economics.

Candidates for degrees with a major in home economics must fulfill all the State board and institutional requirements which are set forth on pages 29-37.

In social science, the following selection of lower division courses best meets the needs of the home economics major:

	Units
History 2A—History of Modern Europe.....	3
Sociology 1—Elementary Sociology.....	3
History 2B or Sociology 2.....	3
Political Science 1B—American Government.....	3
Economics 1A—Principles of Economics.....	3

The upper division courses in this department are based upon a definite sequence of prerequisite science and home economics courses taken in lower division. The following science courses meet the State requirement, and provide the essential background for later work:

Science 1A-B—Inorganic Chemistry	6
Science 50A-B—Physiology and Bacteriology	6
Science 5 —Organic Chemistry	3
* Science 100 —Physiological Chemistry	3

Beginnings are made in lower division toward the department major by the following courses:

Home Economics 1-2—Food Study	6
Home Economics 10—Large Quantity Cookery	1
Home Economics 90—Study of Textiles	2
Home Economics 5—Home Gardening and Landscaping	1
Home Economics 7—Household Administration	2
Home Economics 4A-B—Household Management	2
Art 1—Design and Color	2
* Art 114—Interior Decoration and House Furnishing	2

Suggested upper division programs for home economics majors will be found on pages 72-74. Fifteen units of courses in education must be included in any major program in this department.

* These courses count as lower division work in the home economics department.

Minors.

Each candidate for graduation with a major in home economics may complete one or two minors selected from the fields of art, English, history, physical education, science, or junior high school education.

Credential.

Upon the completion of the four-year course in home economics, the student is granted in addition to the B.A. degree, the State credential to teach all such subjects as are listed under the so-called science phase of home economics, such as foods and nutrition, health and care of the child, house administration and management, home nursing and hygiene, and gardening and landscaping, as well as such subjects as are listed under the art phase of home economics, such as plain and advanced sewing, dressmaking, tailoring, millinery, and textiles.

Pre-Secondary Degree Courses.

These courses have the standard lower division requirements. The divergence comes in the upper division. The majors do not cover the State requirements for special certification, which is 50 units. These majors require only 32 units. Practice teaching may be eliminated and requirements in education may be reduced to 12 units. It is possible in these majors to select work with different objectives e.g., leading towards specialization in dietetics and nutrition, textiles, home making, institutional management, health, etc.

If it is later desired, a general secondary credential covering teaching requirements may be secured by an additional year of study at a college or university authorized to grant this credential.

SUGGESTED UPPER DIVISION PROGRAM WITH A MAJOR IN HOME ECONOMICS EDUCATION

1. Curriculum Leading to an A.B. Degree and a Special Secondary Credential in Home Making.

JUNIOR YEAR

First Semester	Units
English 122—Shakespeare -----	3
Home Economics 101A—First Principles of Clothing-----	3
Education 175—Educational Psychology-----	3
Art 103—House Design -----	2
Art 102A—Weaving -----	1
Science 101A—Textile Chemistry-----	2
Home Economics 103A—Elementary Dietetics and Nutrition-----	3
Physical Education 160A-----	$\frac{1}{2}$

Second Semester	17 $\frac{1}{2}$
Home Economics 107A—Demonstration of Foods-----	1
Home Economics 101B—First Principles of Clothing-----	3
Education 190 H.E.—Teaching Methods (Household Science)-----	2
Education 190B H.E.—Teaching Methods (Household Art)-----	2
Art 110—Art Needlework -----	1
Science 101B—Food Chemistry-----	2
Home Economics 103B—Advanced Dietetics and Nutrition-----	2
Home Economics 107B—History of Table Appointments and Serving	2
Art 102B—Weaving -----	1
Physical Education 160B-----	$\frac{1}{2}$

SENIOR YEAR 16 $\frac{1}{2}$

First Semester	
Home Economics 130—Practice House -----	2
Home Economics 110A—Advanced Clothing (Wool) -----	2
Education 192 H.E.—Directed Teaching (H.S.)-----	2
Home Economics 106A—Health and Child Care-----	2
Home Economics 106B—Home Nursing and Hygiene-----	2
Education 173—Secondary Education-----	2
Home Economics 102Y—Large Quantity Cookery-----	1
Physical Education 161A-----	$\frac{1}{2}$

Second Semester	13 $\frac{1}{2}$
Home Economics—Elective Tailoring or Institutional Management--	2
Home Economics 110B—Advanced Clothing (Silk) -----	2
Education 192B—Directed Teaching (H.A.)-----	2
Home Economics 108—Home Economics Survey-----	2
Home Economics 102Z—Large Quantity Cookery-----	1
Home Economics 112A-B—Millinery or Advanced Textiles-----	2
Physical Education 161B-----	$\frac{1}{2}$

11 $\frac{1}{2}$

SUGGESTED UPPER DIVISION PROGRAM WITH A MAJOR IN HOME ECONOMICS EDUCATION

2. Pre-Secondary Curriculum Leading to an A.B. Degree but No Credential.

Nutrition and Health

JUNIOR YEAR

First Semester	Units
English 122—Shakespeare	3
Education 175—Educational Psychology.....	3
Home Economics 102Y—Large Quantity Cookery.....	1
Art 103—House Design.....	2
Home Economics 103A—Elementary Dietetics and Nutrition.....	3
Science 101A—Textile Chemistry.....	2
Home Economics—Elective	2
Physical Education 160A.....	1½

Second Semester	16½
Home Economics 107A—Demonstration of Foods.....	1
Home Economics 107B—History of Table Appointments and Serv- ing	2
Education 190 H.E.—Teaching Methods (Science).....	2
Home Economics 103B—Advanced Dietetics and Nutrition.....	2
Home Economics 108A—Home Economics Survey (Historical)....	1
Science 101B—Food Chemistry	2
Home Economics—Elective	2
Home Economics 102Z—Large Quantity Cookery.....	1
Home Economics—Elective	3
Physical Education 160B.....	1½

SENIOR YEAR 16½

First Semester	
Home Economics—Elective	2
Home Economics 130—Practice House	2
Education 192 H.E.—Directed Teaching.....	2
Home Economics 106A—Health and Child Care.....	2
Home Economics 106B—Home Nursing and Hygiene.....	2
Education 173—Secondary Education.....	2
Home Economics 134—Administration of Institutions (Lecture)...	2
Home Economics 136—Lunchroom Supervision	2
Physical Education 161A.....	1½

Second Semester	16½
Home Economics 140—Hospital Dietetics	2
Home Economics 135—Institutional Problems	2
Home Economics 137—Lunchroom Management	2
Home Economics—Elective	3
Physical Education 161B.....	1½

9½

SUGGESTED UPPER DIVISION PROGRAM WITH A MAJOR IN HOME ECONOMICS EDUCATION

3. Pre-Secondary Curriculum Leading to an A.B. Degree but No Credential.

Textiles and Clothing

JUNIOR YEAR

First Semester	Units
English 121—Shakespeare	3
Education 175—Educational Psychology	3
Art 103—House Design	2
Art 102A—Weaving	1
Science 103—Science of Dyeing	2
Home Economics—Elective	2
Home Economics 110A—Advanced Clothing	2
Physical Education 160A	1½

Second Semester	15½
-----------------	-----

English—Elective	3
Art 110—Art Needlework	2
Art 102B—Weaving	1
Home Economics 121—Advanced Textiles	2
History—Elective	3
Education 177—Growth and Development of the Child	2
Home Economics 110B—Advanced Clothing (Silk)	2
Physical Education 160B	1½

SENIOR YEAR	15½
-------------	-----

First Semester

Education 173—Secondary Education	2
Science 101A—Textile Chemistry	2
Home Economics 120—Dressmaking	3
Art 118A—Art Appreciation	1
Education 159—Home Background and Parent Education	2
English 187—Children's Literature	2
Physical Education 161A	1½
Home Economics—Elective	2

Second Semester	14½
-----------------	-----

Home Economics 120B—Tailoring	3
Science 102—Advanced Textile Chemistry	2
Home Economics 108—Home Economics Survey	1
Home Economics 112—Millinery	2
Art 118B—Art Appreciation	1
Art 102C—Advanced Weaving	2
English—Elective	3
Physical Education 161B	1½

14½

MINORS—HOME ECONOMICS

I. Domestic Science.	Units
Lower Division -----	8 units
Home Economics 1—Elementary Food Study-----	3
Home Economics 4A-B—Household Management----	2
Home Economics 10—Nutrition and Health-----	2
Home Economics 5—Home Gardening -----	1
	8
Upper Division -----	8 units
Home Economics—Household Administration -----	2
Home Economics 107B—Table Service -----	2
Home Economics 106B—Home Nursing and Hygiene	2
Education 190A—(Home Economics)—Teaching	
Methods -----	2
	8
Prerequisites:	
Science 5—Organic Chemistry -----	3
Science 51A-B—Physiology and Bacteriology-----	6
	9
	16 units
II. Domestic Art.	
Lower Division -----	6 units
Home Economics 101A—First Principles of Clothing	3
Home Economics 90—Study of Textiles-----	2
Home Economics 4B—House Management (Laundry)	1
	6
Upper Division -----	9 units
Home Economics 101B—First Principles of Clothing	3
Home Economics 112—Millinery -----	2
Home Economics 115—Budgeting -----	2
Education 190B—(Home Economics)—Teaching	
Methods -----	2
	9
Prerequisites:	
Science 103—Science of Dyeing-----	2
Art 1—Design and Color-----	2
Art 110—Art Needlework -----	1
	5
	15 units

A student from any of the departments may make a choice between the science or art phase of home economics, but in either case can not satisfy the prerequisite subjects.

DESCRIPTION OF COURSES IN HOME ECONOMICS**Household Science****LOWER DIVISION COURSES****Home Economics 1. Elementary Food Study (3).**

Lecture, recitation, and laboratory practice. This course involves technical work in cookery based upon scientific principles, together with a study of foods from the historical, economic, and nutritive standpoints. The special aim is to acquaint the prospective teacher with correct methods of conducting food study and work in school training for the home. Prerequisites: One year of inorganic chemistry (6 units) and one year of physiology and bacteriology (6 units).

Home Economics 2. Advanced Food Study (3).

Lecture, recitation, and laboratory practice. This course is a continuation of course 1, with elaboration of processes. It includes practical work in food preservation as well as in the preparation of simple diets for invalids. Prerequisites: Organic chemistry; bacteriology.

Home Economics 5. Home Gardening and Landscaping (1).

A course designed to prepare the student with an elementary knowledge of plant life; laying out of small gardens, and gaining an appreciation of art in landscaping, through visiting the beautiful estates in this region.

Home Economics 7. Household Administration (2).

Lectures and problems. This course deals with household accounting and economics of the home. It accepts housekeeping and home making as a profession, and considers divisions of income; necessity for and practical methods of keeping individual accounts; high cost of living with suggestions as to the probable causes and possible methods of reformation; the cost of materials and labor involved in furnishing and maintaining a home.

Home Economics 10. Nutrition and Health (2).

Lectures designed for the general professional students and housewives. The course includes a study of the essentials of a balanced diet for children and adults; school lunches; digestion; excretions and elementary metabolism; malnutrition, its causes, symptoms, and remedies. No prerequisites.

Home Economics 10X. Large Quantity Cookery (1).**Home Economics 4A-B. Household Management (2).**

Lecture and laboratory practice. This course treats of the various types of household activities involved in the care and upkeep of the house; the study of cleansing agents; the systematic planning of the daily routine, including also the processes of laundering and the study of laundry equipment; a study of the efficiency and comparative cost of different cleansing agents. Prerequisite: Inorganic, organic and textile chemistry and bacteriology.

UPPER DIVISION COURSES**Home Economics 102Y-Z. Large Quantity Cookery (1-1).**

This course enables every student in the department to gain the necessary experience in purchasing supplies, arranging menus, and preparing food in large quantities for school lunchrooms. Each student assists in turn with the preparation of the noon meal at the college cafeteria. Practical administration problems require that this course be divided into three sections known as X, Y, and Z. Prerequisites: Courses 1, 103A-B.

Home Economics 103A-B. Dietetics and Nutrition (3-2).

Lecture, recitation, and laboratory practice. These courses involve the study of nutrition based upon the physical needs of the individual, singly or in groups, according to mode of living, occupation, and income; under conditions of usual health, or when suffering from various physical disorders. Prerequisites: Courses 1 and 2; organic chemistry; physiological chemistry.

Home Economics 106A. Child Care and Health (2).

Designed for those preparing to give instruction in the care of children. A study is made of the causes and effects of malnutrition; height and weight standards; methods of judging nutrition, and the laws of health; methods by which the school can improve the health of children through activities. Prerequisite: First semester of dietetics and nutrition.

Home Economics 106B. Hygiene, Home Nursing (2).

Lectures and laboratory. This course deals with the prevention and care of illness. Methods of rendering first aid; care of sick rooms, etc., and aims to fit the girl to do emergency nursing in the home.

Home Economics 107A. Demonstration of Foods (1).

This course is arranged to meet the growing demand for professional demonstrators in the fields of food industries and advertising; the use of special kitchen and household equipment and labor-saving devices. It offers opportunities for each student to give a detailed discussion as to the merits, methods of preparation, and use of some specific dish or piece of equipment. Prerequisites: Home Economics 1 and 2.

Home Economics 107B. History of Table Appointments, and Meal Planning and Serving (2).

Designed to offer an objective field for the application of the underlying principles and technique learned in the cooking laboratory together with working out good selection and combinations of foods based upon dietary principles as applied to different groups of people.

Social and table etiquette including table manners is stressed and a historical survey is made of the evolution of all table appointments. Prerequisites: Home Economics 1 and 2, and Elementary Dietetics, Home Economics 103A.

Home Economics 108. Home Economics Survey (2).

A history of home economics in its educative, governmental, legal, and general development aspects, with special attention to the constructive

effect of the movement on the development of the American home. Special attention is paid to the coordinating of all allied subjects with the so-called home economics technical subjects.

Home Economics 130. House Practice (2).

A course dealing with the problems of home making. By living for a stated period of time in the practice house in a family group the students take up in rotation the actual duties involved in good housekeeping.

Home Economics 134. Administration of Institutions (2).

This is a lecture course for mature students who are training for the administration of various types of institutions. Only those students are admitted to it who give evidence of sound health, good judgment, and sufficient training in food work. Prerequisite: Home Economics 1 and 2.

Home Economics 135. Institutional Problems (2).

Home Economics 136. Lunchroom Supervision (2).

Home Economics 137. Lunchroom Management (2).

Education 190. Home Economics Teaching Methods, Household Science.

See page 56, education courses.

Education 192. Home Economics Directed Teaching, Household Science.

See page 57, education courses.

Household Art

LOWER DIVISION COURSES

Home Economics 1X. Principles of Sewing for Institutions (2).

This course is designed for students training for the administration of institutions, and takes up the study of problems of special interest to them, such as: a study of textiles for the household; problems in mending, selection and making up of household linens, etc. Some discussion concerning personal clothing is also included.

Home Economics 90. Textiles (2).

Development of the textile industry from primitive times to the present; study of the important fibres and materials made from them; art and economic consideration in selecting and purchasing of materials for clothing and household furnishings.

UPPER DIVISION COURSES

Home Economics 101A-B. First Principles of Clothing (3-3).

A study of clothing based upon needs as brought out by a study of the clothing budget. Emphasis is laid upon selection, purchase, suitability,

and care of clothing. Making of garments of simple construction, involving the use of cotton and linen materials. Discussion and making up of problems in household sewing. The course is designed primarily for the training of teachers, and methods of presenting the work in elementary and secondary schools are discussed in connection with each problem.

Home Economics 110A. Advanced Clothing (Wool) (2).

General consideration of the economic problems in clothing production; practice in the making of a wool dress, silk blouse, and children's dresses. The aims are: greater independence, originality, and skill in handling different materials. Prerequisite: Home Economics 101A-B.

Home Economics 110B. Advanced Clothing (Silk) (2).

Complicated clothing construction involving application of principles in costume design and textiles. This course reviews all the processes taken in Home Economics 101A-B and 110A. The finished problems include a silk dress, and some garment emphasizing applied design.

Home Economics 112. Millinery (2).

This course includes pattern work, the making and covering of wire, net, and willow frames, covering of commercial frame, trimming of hats.

Emphasis is laid upon principles of line and color harmony as applied to the individual. Prerequisite: Advanced Clothing.

Home Economics 120A. Dressmaking (2).

A course designed to teach advanced technique in garment construction. The course includes a discussion of the fundamental principles of design, their application to the selection and adaptation of clothing and the influence of color and textile values on garment making.

Home Economics 120B. Tailoring (3).

A continuation of advanced dressmaking. Problems are chosen with the idea of developing technique. Emphasis is placed on construction and design as well as the study of fabrics suitable for tailored garments.

Education 190. Home Economics Teaching Methods, Household Arts (2).

See page 56, education courses.

Education 192. Home Economics Directed Teaching, Household Arts (3).

See page 57, education courses.

INDUSTRIAL EDUCATION DEPARTMENT

Emanuel E. Ericson, M.A.
Fred L. Griffin, B.A.
Florence W. Lyans, B.A.
Ralph Porter
William L. Rust
Roy L. Soules, B.A.
Earle F. Walker, M.A.
Schurer O. Werner, B.A.

General Statement.

Courses in the department of industrial education may be taken by three different groups of students:

- (1) Those taking the course leading to the B.A. degree with a major in industrial education or to a credential to teach industrial art without the degree.
- (2) Students majoring in other departments of the college in which certain courses in industrial education are required, or used as electives, or selected for minors.
- (3) Special students who wish to receive instruction and practice in drafting or mechanical work of various kinds for the purpose of applying the efficiency thus gained in present or future occupational activities rather than for college credit.

General Requirements for the B.A. Degree with a Major in Industrial Education and a Credential to Teach.

Upon completion of the degree course with a major in industrial education, the graduate is granted also a State credential entitling him to teach industrial subjects in elementary and secondary schools.

Candidates for degrees with a major in industrial education must fulfill all the State board and institutional requirements which are set forth on pages 29-37.

Technical subjects.

Not less than 50 units of technical training must be completed for graduation. Of this total number, 26 units are specified requirements while the remaining 24 may be varied according to the interest and outlook of the individual student. This also satisfies the requirements of the State Board of Education for a credential to teach within this field.

Specific requirements in technical subjects.	Units
Automotive Work -----	6
Woodwork -----	3
Drawing -----	3
Electrical Construction -----	3
Machine Shop Practice -----	3
Sheet Metal Work -----	2

Technical Electives:

The remaining 24 units of technical subjects may be selected from the list below or made up of additional courses listed under the headings in the required group above:

Aeronautics
 Art-Metal Work
 Battery Construction and Repair
 Carpentry
 Farm Mechanics
 Forging and Welding
 Furniture Upholstery
 Home Mechanics and General Shop
 Industrial Arts for Elementary Schools
 Industrial Arts Design
 Leather Work
 Polychrome and Compo Work
 Pattern Making and Foundry Work
 Pumps and Irrigation Equipment
 Wood Finishing and Painting
 Printing

It is expected that at the beginning of the junior year the student will elect to strengthen himself either in the woodworking or metal-working subjects, or in drafting, and will choose his technical electives accordingly, under the advisership of the head of the department.

Minors.

Students majoring in industrial education are strongly advised to complete a minor in one of the departments of the college where suitable minors are offered.

LOWER DIVISION—INDUSTRIAL EDUCATION MAJOR**General requirements.**

Required lower division subjects for a major in industrial education are those specified by the State Board of Education and by this institution, and are listed on pages 29–37.

Requirements in technical subjects.		Units
Industrial Education 1—Freehand Drawing	-----	2
Industrial Education 11—Foundations of Woodwork	-----	3
Industrial Education 2—Instrumental Drawing*	-----	3
Industrial Education 3—Architectural Drawing	-----	3
Industrial Education 4—Machine Drawing	-----	3
Industrial Education 31—Machine Shop Practice	-----	3
		17

* Students who have completed one year or more of mechanical drawing in high school and who show satisfactory accomplishment in this subject will receive credit for course 2, but this will not thereby reduce the total requirements for the degree.

UPPER DIVISION—INDUSTRIAL EDUCATION MAJOR

The following professional work is required for a degree in industrial education :

	Units
Education 57—Introduction to the Study of Education-----	3
Education 175—Educational Psychology -----	3
Education 173—Secondary Education -----	2
Education 191 (Industrial Education)—Vocational Education-----	2
Economics 142—Study of Occupations -----	3
Education 143 (Industrial Education)—Educational and Vocational Guidance -----	2
Education 191 (Industrial Education)—Content and Materials in Industrial Education -----	2
Education 190 (Industrial Education)—Teaching Problems in Industrial Education -----	3
Education 192 (Industrial Education)—Directed Teaching -----	5

Technical courses required :

Students will select a sufficient number of technical courses to complete the total of 50 units of technical work required for graduation. The subjects will be chosen in suitable groupings in consultation with the head of the department. The following suggested program indicates the subject requirements for the degree course for upper division.

SUGGESTED UPPER DIVISION PROGRAM FOR THE DEGREE COURSE WITH A MAJOR IN INDUSTRIAL EDUCATION

JUNIOR YEAR

First Semester

	Units
History 180—Industrial History of the United States.....	3
Industrial Education 130—Electrical Construction	3
Industrial Education 134—Fundamentals of Automotive Machinery	3
Physical Education 160A.....	$\frac{1}{2}$
Elective Shopwork *	5
Elective (not Industrial Education courses).....	2
	$16\frac{1}{2}$

Second Semester

Industrial Education 113—Sheet Metal Work	2
Education 191 (Industrial Education)—Vocational Education	2
Education 175—Educational Psychology	3
Industrial Education 135—Internal Combustion Engine.....	3
Elective (not Industrial Education courses).....	2
Elective Shopwork *	4
Physical Education 160B	$\frac{1}{2}$
	$16\frac{1}{2}$

SENIOR YEAR

First Semester

Education 173—Secondary Education	2
Elective (not Industrial Education courses).....	2
Economics 142—Study of Occupations	2
Education 191 (Industrial Education)—Content and Materials...	2
Education 192 (Industrial Education)—Directed Teaching	2
Elective Shopwork *	5
Physical Education 161A	$\frac{1}{2}$
	$15\frac{1}{2}$

Second Semester

Education 190 (Industrial Education)—Teaching Problems.....	3
Education 143—Educational and Vocational Guidance.....	2
Education 192 (Industrial Education)—Directed Teaching.....	3
Elective Shopwork *	7
Physical Education 161B	$\frac{1}{2}$
	$15\frac{1}{2}$

* The elective shopwork throughout the course must be selected under the approval of the head of the department. These electives will be chosen with reference to the student's major interest within this field.

A minimum of two months (416 clock hours) of practical garage experience in addition to the 124 units of college work is required for the long term credential to teach automobile mechanics.

A minimum of not less than 8 units of college work plus not less than 416 clock hours of practical experience in a commercial shop are required for certification in printing.

Courses Leading to a Limited Credential in Industrial Arts Education.

(A course open to persons with trade experience.)

- a. Entrance requirements:
 - (1) Minimum and maximum age limits for entrance, 24 to 40.
 - (2) Graduation from a four-year high school or its equivalent.
 - (3) Not less than five years of practical experience in an approved trade.
 - (4) Successful passing of trade and aptitude tests as provided by the college.

- b. Training required:
Not less than two years of special teacher training, consisting of a minimum of 60 units, distributed approximately as follows:

	Units
English -----	6
Social Science -----	9
Mathematics -----	3
Science -----	6
Education -----	15
Supervised Teaching -----	6
Physical Education -----	2
Hygiene -----	2
Related Technical Subjects-----	11
Total minimum requirements-----	60 units

Upon successful completion of this course, the student is granted, upon the recommendation of the college, a State credential to teach a limited range of shopwork in secondary schools. This credential may be broadened from time to time upon completion of additional requirements.

Special Credential for Teaching Farm Mechanics.

By taking a course of 10 units in Farm Mechanics, approved by the State Supervisor of Agricultural Education, students who have completed 40 units of the required technical work will receive in addition to their credential in industrial arts education a special credential in Farm Mechanics entitling them to teach Farm Mechanics to classes in Vocational Agriculture organized under the Federal and State vocation education acts.

Work Leading to Credential in Supervision.

Persons who hold the credential for teaching industrial arts education and who have had at least 17 months of successful teaching

experience may obtain the credential in Special Supervision within this field by taking the following courses :

- a. Four semester units of work selected from the least two of the following courses (Growth and Development of the Child required) :
 - (1) Growth and Development of the Child.
 - (2) Philosophy of Education.
 - (3) History of Education in the United States.
 - (4) Social Value of the special field in which supervision is to be done.
- b. Six semester units of work selected from the following group (Organization, Objectives, and Supervision of Instruction in Industrial Education required) :
 - (1) Organization, Objectives, and Supervision of Instruction in Industrial Education.
 - (2) Tests and Measurements in the Special Field.
 - (3) Problems of Supervision in Industrial Education.
 - (4) Vocational Guidance.

For further information about this credential see State Board of Education Bulletin H-2.

MINORS IN INDUSTRIAL EDUCATION

Minor in Mechanical Drawing.

	Units
Lower Division-----	11
Industrial Education 2—Instrumental Drawing -----	2
Industrial Education 4—Elementary Machine Drawing-----	3
Industrial Education 3—Elementary Architectural Drawing--	3
Industrial Education 11—Foundations of Woodworking-----	3
Upper Division-----	7
Industrial Education 104—Related Mechanical Drawing-----	2
Industrial Education 105—Industrial Arts Design -----	3
Industrial Education 144—General Metal Shop-----	2

Minor in Woodwork.

Lower Division-----	11
Industrial Education 1—Elementary Freehand Drawing-----	2
Industrial Education 2—Instrumental Drawing -----	3
Industrial Education 11—Bench Woodwork -----	3
Industrial Education 10—Elementary Furniture Construction --	3
Upper Division-----	7
Industrial Education 108—Advanced Cabinet Making and Mill- work -----	3
Industrial Education 105—Industrial Arts Design -----	2
Industrial Education 142—Study of Occupations, or	
Industrial Education 143—Vocational Guidance -----	2

Minor in Industrial Arts for Elementary Schools.

	Units
Lower Division-----	9
Industrial Education 1—Elementary Freehand Drawing-----	2
Industrial Education 22—Elementary Woodwork-----	2
Industrial Education 2—Instrumental Drawing-----	3
Art 19A—Public School Art-----	2
Upper Division-----	9
Industrial Education 129—Industrial Arts in Elementary Schools-----	2
Industrial Education 126—Art Metal Work-----	2
Industrial Education 151—Supervised Teaching-----	2
Industrial Education 102—Architectural Drawing and Design, or	
Industrial Education 144—General Shop Activities, or	
Industrial Education 124—Reed Furniture Construction-----	3

Minor in Electrical Work.

Lower Division-----	11
Industrial Education 1—Elementary Freehand Drawing-----	2
Industrial Education 2—Instrumental Drawing-----	3
Industrial Education 31—Machine Shop Practice-----	3
Industrial Education 130—Electrical Construction-----	3
Upper Division-----	7
Industrial Education 132—Advanced Electrical Construction--	2
Industrial Education 26—Applied Mathematics-----	2
Industrial Education 131—Radio Construction and Operation--	3

Minor in General Metal Work.

Lower Division-----	12
Industrial Education 1—Elementary Freehand Drawing-----	2
Industrial Education 2—Instrumental Drawing-----	3
Industrial Education 31—Machine Shop Practice-----	3
Industrial Education 113—Sheet Metal Work-----	2
Industrial Education 126—Art Metal Work-----	2
Upper Division-----	7
Industrial Education 134—Fundamentals of Automotive Machinery-----	3
Industrial Education 143—General Metal Shop-----	2
Industrial Education 111—Forging and Welding-----	2

DESCRIPTION OF COURSES IN INDUSTRIAL EDUCATION**LOWER DIVISION COURSES****Industrial Education 1. Freehand Drawing (2).**

A course giving fundamental theory and practice in freehand perspective, lettering, sketching, etc., with specific application to furniture, buildings, machinery, and fundamental principles of structural design. Black-board sketching and study of color harmonies included.

Industrial Education 2. Instrumental Drawing (3).

This course embraces instruction and practice in the use of mechanical drawing instruments and in lettering. It includes also the solution of the geometric problems commonly met in mechanical drawing, shop sketching, and working drawing, and covers orthographic projection and isometric drawing. Students who have done two or more years work in drawing in high school may make a substitution for this course.

Industrial Education 3. Architectural Drawing (3).

This course covers the principles and practice of drawing as applied to house planning, furniture representation, and architectural details. Includes lettering and the technique of architectural drafting. Prerequisite: Industrial Education 2 or its equivalent.

Industrial Education 4. Machine and Sheet Metal Drawing (3).

In this course special attention is given to machine drafting and sketching and to mechanisms and their various applications. This course includes also development of sheet-metal patterns. Prerequisite: Industrial Education 2 or its equivalent.

Industrial Education 10. Elementary Furniture Construction (2).

This course is especially designed to cover the construction of such articles of furniture as can be made by students of the upper grades of the elementary or grammar school. (Not offered in 1933-1934.)

Industrial Education 11. Bench Woodwork and Wood Turning (3).

The object of this course is to give the student practice in the fundamental processes of bench work in wood and in the operation of the turning lathe, placing emphasis on correct methods, shop organization, care of tools, etc.

Industrial Education 12. Machine Woodworking and Cabinet Construction (3).

In this course the student is able to get acquainted with the use and upkeep of woodworking machinery in the construction of various types of cabinet work, case work, and furniture. Prerequisite: Industrial Education 2, 11.

Industrial Education 13. Wood Turning (1) or (2).

This course provides opportunity for mastering the fundamentals of wood turning. It includes spindle turning, face plate and chuck turning, and spiral work.

Industrial Education 15A. Printing (3).

The purpose of this course is to give the student practice in the fundamental operations involved in straight composition, proofing, correcting, and imposition. A study is made of type and type faces suitable for different effects. Platen presswork is also covered.

Industrial Education 15B. Printing (3).

This course is a continuation of course 15A. It consists of the more advanced problems in composition, imposition, and presswork. A study is made of space relations and design in printing, and also of effects brought about by type selection, suitable paper stock, and color harmonies.

Industrial Education 18. Cement and Concrete Work (2).

This course involves the study of the use of cement in its application to home building and decoration. Practice is given in form making for plain and decorative work using wood, clay, plaster of paris, etc., as media. Attention is given to proportioning mixtures for different types of construction, applying various kinds of finishes, and the use of color in cement. Prerequisite: Industrial Education 11.

Industrial Education 22. Elementary Woodwork (3).

A course covering the fundamental handwork processes in woodwork and finishing that are applicable to the activity program in the elementary schools.

Industrial Education 31. Elementary Machine Shop Practice (3).

The processes which are included in this course are the simpler operations performed by the general machinist. These operations cover bench work and the methods of laying out or drawing on metal; also simple cylinder turning and screw cutting, with simple drilling, planing, and taper work. Prerequisite: Industrial Education 4.

UPPER DIVISION COURSES

Industrial Education 101. Advanced Freehand Drawing (2).

A course dealing with freehand representation of various objects related to the work of the school shops, and with the fundamental principles of color and design in their application to articles produced in such shops. Prerequisite: Industrial Education 1.

Industrial Education 102. Architectural Drawing and Design (3).

A course covering the theory and practice involved in making complete plans and specifications for a dwelling. Study of styles of architecture, economy and arrangement of floor space, suitable kinds of building materials, building ordinances. Experience in estimating and in topographical drawing. Prerequisite: Industrial Education 1, 2, 3.

Industrial Education 103. Machine Drafting and Design (3).

This course covers various types of cams and gears and the study of the simpler forms of motion in their application to machinery. Each student will have the opportunity to make a complete set of drawings and details for a small machine. Prerequisite: Industrial Education 4.

Industrial Education 104. Related Mechanical Drawing (2).

This course offers study and practice in such phases of drawing, blueprint reading, and shop sketching as are needed in order to relate fully the work of the drawing room with the actual work done in the shop or on the job. Prerequisite: Industrial Education 2 or equivalent.

Industrial Education 105. Industrial Arts Design (2).

A study of fundamental principles underlying structural design, with special emphasis upon the design and construction of articles of furniture and other projects suitable for production in school shops. Includes also a consideration of the use and effect of color as a factor in design. Prerequisites: Industrial Education 1, 2.

Industrial Education 106. House Carpentry (3).

In this course the student is given instruction and practice in the building and repairing of structures ranging in complexity from the simplest frame building to the more complex frame cottage. The course includes every phase of carpentry of value to the home builder. Prerequisite: Industrial Education 3, 11.

Industrial Education 107. Advanced Furniture Construction (3).

A course involving both individual and factory production of domestic furniture, including inlaying, simple carving, fluting and reeding. Articles for production are chosen or designed according to ability and ambition of each individual student. Prerequisite: Industrial Education 12.

Industrial Education 108. Advanced Millwork (3).

The object of this course is to give definite practice in the proper use of woodworking machinery, and in producing millwork for building construction and machine-made furniture. The proper routing of work in the shop, and the possibilities of each machine are studied. Time is devoted to the adjustment, care, and upkeep of the machines, motors, and other equipment. Prerequisite: Industrial Education 12.

Industrial Education 111. Forging and Oxyacetylene Welding (2).

Here are presented those aspects of forging and oxyacetylene welding which every farmer, auto mechanic, and general machinist should know, including also a few simple problems in ornamental work.

Industrial Education 112. Ornamental Ironwork (2).

A course covering design and construction of articles made of ornamental iron, as applied to buildings, furniture, and decorative household articles.

Industrial Education 113A. Sheet Metal Work (2).

This course is intended to prepare the student to perform such sheet-metal processes as are of interest and value in the school shop or to the home owner. Courses of study are also considered, as well as the adaptation of the work to the various grades of the school.

Industrial Education 113B. Plumbing and Pipe Fitting (1).

This is a brief course including such facts and skills as will enable the student to teach simple household plumbing repairs, and to do simple pipe fitting.

Industrial Education 114. Pattern-Making and Foundry Practice (2).

A course combining the elements of pattern-making with those of molding and of operating a small cupola. Aluminum casting is practiced from the standpoint of its possibilities in the public school. This work is carried out in close cooperation with other departments, and all castings are used for practical projects. Prerequisite: Industrial Education 11. (Not offered in 1933-34.)

Industrial Education 115. Advanced Machine Shop Practice (3).

In this course the opportunity is given for practice in the more intricate and exacting processes involved in machine shop work. The projects made are all of direct practical use, repair parts for automobiles being overhauled in the auto shop and articles of school equipment form a part of the course. Prerequisite: Industrial Education 31.

Industrial Education 116. Machine Shop and Tool Making (3).

An advanced course in machine shop practice involving the construction of machines and tools for practical use, as well as the making of repair parts for tools, machines, and automobiles. Prerequisites: Industrial Education 31 and 115.

Industrial Education 117. Advanced Printing (3).

This course is designed to give prospective teachers such information and practice as will enable them to direct the printing operations required in the small school print shop. Special attention is given to the problems involved in producing a school paper, and the job work suitable to such a shop. Attention is given to type selection, design, color harmonies, and two and three color work. Study is also made of equipment needs for school use. Prerequisite: Industrial Education 15A-B.

Industrial Education 118. Printing and Bookbinding (3).

A course giving practice in the more advanced work that may be done in the school print shop, including bookbinding. (Not offered in 1933-34.)

Industrial Education 119. Advanced Course in Printing (3).

A course comprising the more advanced problems of the school print shop, involving work on posters, production of books and the use of color processes.

Industrial Education 120A. Linotype Operation (3).

This is a fundamental course covering the operation of the linotype.

Industrial Education 120B. Linotype Operation (3).

A second course in linotyping comprising the setting of display matter and other special work.

Industrial Education 121. The Activity Program for the Elementary Schools. (2).

A course offering opportunity for teachers to obtain manipulative skill in such construction work as pertains to the activity program of the elementary schools. This work is done in a setting paralleling as nearly as possible the conditions of the elementary school classroom. Through study and discussion the possibilities of coordinating activities with all

subject matter of the school are considered and developed. (Not given in 1933-34.)

Industrial Education 122. Upholstery (2).

This course deals with the tools and materials of the process of upholstering, and gives the student a practical acquaintance with such simpler processes as would be employed in doing over old pieces of furniture as well as in upholstering new pieces. (Not offered in 1933-34.)

Industrial Education 123. Art Crafts (3).

Work in various crafts such as copper, block cutting and printing, tooled leather, and the like, which can be made the basis for the practical application of artistic designs, will form the foundation of the course.

Industrial Education 124. Reed Furniture Construction (2).

A course covering the methods of making furniture of reed and similar material, including coloring and applying various types of finishes.

Industrial Education 125. Painting and Woodfinishing (1 or 2).

Here the pupil receives instruction and practice in the various phases of preserving and beautifying the home structure and the furniture of the home. The course embraces painting, staining, varnishing, enameling, use of transfers, etc. Prerequisite: Industrial Education 11 or equivalent.

Industrial Education 126A-B. Art Metal Work (2-2).

This course gives training in making of useful and ornamental articles in brass, copper, silver, and Britannia metal. Emphasis is laid on appropriate design and fine execution.

Industrial Education 127. Leather Work (2).

This course includes the study of the manufacture of leather and its use in all of its more common applications. It embraces the common processes of shoe repair, and the methods of shoe making. It covers also such work as is involved in making of brief cases, purses, etc., with simple decorations and tooling.

Industrial Education 128. Kindergarten Crafts (1).

This course includes a study of the beginnings of the fine and industrial arts and their educational value and relationship to other subjects of the kindergarten-primary school. Constructive work in all materials as a medium of self-expression will include work with clay, plasticine, paper, crayons, cardboard, reed, raffia, wood, cloth, textile, and natural and discarded materials.

Industrial Education 129. Industrial Arts in Elementary Schools (2).

A course designed for the purpose of introducing prospective elementary school teachers to study and manipulation in the various problems in industrial arts that have bearing upon the program of the school.

Industrial Education 130. Electrical Construction (3).

The object of this course is to acquaint the student with the standard methods of installing light and heat circuits in the home, and with fire underwriters regulations regarding the size and kind of wire and fixtures

to be used for different purposes. The course includes a study of the structure of the various types of electrical equipment used in the home, their care, repair and adjustment.

Industrial Education 131. Radio Construction and Installation (2).

A course designed to give practice in the construction of radio sets of various types, in connection with the study of fundamental principles of radio construction and installation. The course also includes a study of short-wave radio operation and installation.

Industrial Education 132. Advanced Electrical Construction (3).

This course is a continuation of course 130, involving further study of electricity, including courses of study and methods of teaching in this subject in public schools. Prerequisite: Industrial Education 130.

Industrial Education 134. Fundamentals of Automotive Machinery (3).

It is the object of this course to give the student his introductory grounding by actual contact, in the nature and construction of the various parts of the automobile. The major amount of time is devoted to a study of frames and springs, steering gears and front axles, rear axles and brakes, clutches and transmissions and universals. The material is introduced through lectures and the student's practical work is carried on in the shop through laboratory work. This laboratory work consists chiefly of assembling, taking down, and adjusting the various parts enumerated. The course includes also a rapid survey of the entire power plant in its relations to the other parts of the machine; but the intensive study of motor is deferred until the next course.

Industrial Education 135. Internal Combustion Engines (3).

This course is devoted to the study of the internal combustion engine as it is applied to the automobile, the tractor, and the stationary engine. The work consists chiefly in taking down, assembling, and testing of various types of motors and adjusting their parts for efficiency of operation as laboratory work which has been preceded by lectures preparatory to the processes. The course embraces the mechanical problems only, and not the electrical problems. Prerequisite: Industrial Education 134.

Industrial Education 136. Automotive Repair (3).

The work is done on live cars which need overhauling. Lecture work on typical troubles and their cure, and special instruction in the necessary mechanics will precede the actual laboratory work on the cars. Prerequisites: Industrial Education 134 and 135.

Industrial Education 137. Advanced Automotive and Tractor Work (3).

An advanced course in the study of the more intricate phases of automotive repair work, with special emphasis on the care and upkeep of the tractor, the truck, and the school bus. The electrical equipment of the car and the fuel vaporizing are studied, and attention is given to possible disorders in these systems.

The organization of the school shop for automotive work, the equipment necessary, and the methods of handling routine repair work are made

a definite part of this course. Prerequisites: Industrial Education 134, 135, 136.

Industrial Education 138. Automobile Electrics (2).

There are two branches of this course: electric service work and storage battery work. The electrical service work embraces the principles of electricity as applied to automobile and tractor ignition, starting and lighting equipment with the study of the construction of the necessary apparatus and its care and repair. The storage battery work includes principles of electricity and chemistry as applied to the storage battery, a study of the construction of storage batteries, methods of testing, equipment for charging, etc. Prerequisites: Industrial Education 134, 135.

Industrial Education 139. Orientation Courses in Aeronautics (2).

In this course the students are given an opportunity to learn the fundamental principles upon which the airplane is built and operated. The terminology of the mechanical phases of airplane construction is also studied, as are also the problems pertaining to commercial aviation and its possibilities. (Not offered in 1933-34.)

Industrial Education 141. Vocational Education (2).

This course is intended to orient the student in the history, present status, and modern problems of vocational education. Terminology is discussed, types of schools and varieties of courses are described, and the special place and function of each is presented. Emphasis is placed upon the California laws applying to vocational education and to State board regulations relating to those laws.

Industrial Education 143. General Metal Shop (2).

A course involving the method of organizing and managing the general metal shop in junior and senior high schools; combined with manipulative work in cold metal, forging, making simple patterns, molding, and metal casting. A number of projects of the type suitable for the public school is completed by each student. Prerequisite: Industrial Education 111. (Not given in 1933-34.)

Industrial Education 144. The General Shop (2).

A course covering planning, organization, and management of the general shop. A study is made of different types of general shops, scope of activities, and teaching methods. A large part of the time is spent in manipulative work covering suitable projects and processes for the general shop in public schools.

Industrial Education 184. Administration of Vocational Education (2).

A course dealing with the problems of administration of vocational education in its varied aspects. Study is made here of State and national provisions for subsidizing vocational classes of the various types of schools and classes that may be organized, of the qualification of teachers for the different types of programs, cooperation with labor and industry in apprenticeship training and in cooperative and other part-time classes. Attention is given to laws governing vocational programs, and to a study of successful programs now in operation. (Not offered in 1933-34.)

Industrial Education 185. Part-Time Education (2).

A course devoted to the study of the needs and purposes of part-time education in its various forms, the types of organization and instructional procedure suited to the part-time school, including the problems of occupational guidance, and coordination and placement. Special study is made of part-time school conditions in the State of California. (Not offered in 1933-34.)

**COURSES LISTED IN OTHER DEPARTMENTS FOR THE
INDUSTRIAL EDUCATION STUDENTS****Economics 142 (I.E.). A Study of Occupations (2).**

See economics courses, page 125.

Education 143. Educational and Vocational Guidance (3).

See education courses, page 53.

**Education 190 (I.E.). Teaching Problems in Industrial Arts
Education (3).**

See education courses, page 56.

**Education 191 (I.E.). Content and Materials in Industrial Arts
Education (2).**

See education courses, page 57.

Education 192 (I.E.). Directed Teaching in Industrial Arts (5).

See education courses, page 57.

**Education 195A (I.E.) Organization, Objectives, and Supervision of
Instruction in Industrial Education (3).**

See education courses, page 58.

**Education 195B (I.E.). Problems of Supervision in Industrial
Education (3).**

See education courses, page 58.

Mathematics 11. Applied Mathematics (2).

See mathematics courses, page 95.

Science 6. Shop Chemistry (3).

See science courses, page 116.

MATHEMATICS

Wm. W. Peters, M.A., M.S.

LOWER DIVISION COURSES

Mathematics 1. College Algebra (3). First semester.

Prerequisite: $1\frac{1}{2}$ years of high school Algebra, Plane Geometry.

Theory of linear and quadratic equations, theory of logarithms with practice in numerical computation, binomial theorem, mathematical induction, progressions, permutations and combinations, probability, simple theory of finance, series.

Mathematics 2. Theory of Investment (3). Second semester.

Prerequisite: Mathematics 1.

Simple and compound interest, annuities, stocks, bonds, cost depreciation, probability, insurance, and life annuities.

Mathematics 3A-B. Plane Analytic Geometry with Differential Calculus (3-3).

Prerequisite: Plane Trigonometry and $1\frac{1}{2}$ years of high school Algebra.

The straight line, circle, conic sections, equations of first and second degree, geometry of space, with study of limits, maxima and minima derivatives, differentials, rates, simple problems in integration.

Mathematics 5A-B. Surveying (3-3).

Theory and use of the transit and level, mapping, contours, time determinations, triangulation.

Mathematics 10. Principles of Mathematics (3).

Minimum essentials in business relationship; algebra and geometrical processes; review of fundamental operations, fractions, decimals, mensuration, solution of equation.

Mathematics 11. Applied Mathematics (2).

In this course are studied the applications of mathematics to the problems arising in connection with shop and construction work of various kinds. The use of formulas, simple trigonometric functions, and tables of logarithms are included. Prerequisite to machine shop and automobile work.

Mathematics 12. Trigonometry (3).

Plane and spherical trigonometry.

Mathematics 104A-B. Integral Calculus and Geometry of Space, Series (3-3).

Integration, summation processes, areas, surfaces, volumes, limits, differential equations. Prerequisite: Mathematics 3A-B.

MINOR IN MATHEMATICS

Lower Division	12 units
Mathematics 1—College Algebra	3 units
Mathematics 2—Theory of Finance	3 units
Mathematics 3A—Analytical Geometry	3 units
Mathematics 3B—Differential Calculus	3 units
Upper Division	6 units
Upper Division Mathematics Courses	6 units
	18 units

MUSIC

Helen M. Barnett, M.A.

Clifford E. Leedy, B.Mus.

LOWER DIVISION COURSES

Music 1. Principles of Music (2). First semester.

Required of all elementary and junior high school education students. A course in the fundamentals of singing, sight reading, and tone thinking.

Music 3A-B. Harmony (3-3).

Intervals and chords; harmonization in two, three, and four voices, to given bass and melody, including tonic, dominant, and subdominant chords and their substitutes. Prerequisite: Music 1.

Music 5. Elementary Ear Training (2).

Music 6A-B; Music 6C-D. Voice (1-1).

Music 8A-B; Music 8C-D. Choral Music (1-1).

Open to all students with good singing voices.

Music 20A-B. Wind and String Instruments (1-1).

UPPER DIVISION COURSES

Music 103A-B. Advanced Harmony (3-3).

Modulation through common chord and common tone. Chromatic harmonies. Augmented chords. Two and three-part inventions. Prerequisite: Music 3A-B.

Music 104A-B. History and Appreciation of Music (2-2).

Music 106A-B. Voice (1-1).

Music 108A-B. Choral Music (1-1).

Music 109A-B; Music 109C-D. Orchestra (1-1).

Open to all students who have had experience in playing an orchestral instrument.

Music 110A-B; Music 110C-D. Band (1-1).

Open to all students who have had experience in playing a band instrument.

Music 112. Music Appreciation for Kindergarten-Primary Grades.

A study of elementary rhythm, form, melodic beauty and moods in music, suitable to these grades. Discussion of the rhythm orchestra and creative music.

Music 113. Music for Plays, Festivals and Pageants.

A wide variety of music material, suitable for all types of entertainment, will be examined and tried out.

Music 120A-B. Conducting (1-1).**Music 123A-B. Advanced Harmony. (Not offered in 1933-1934.)****Education 190 (Music K.-P.). Kindergarten and Primary Music Methods.**

Required of all kindergarten-primary students.

Education 190 (Music Elem.-J. H). Music Education (2).

Required of elementary-junior high education students. Prerequisite: Music 1. (See Education Courses, page 56.)

MUSIC MINORS**Public School Music.**

	Units
Lower Division-----	12 units
Prerequisite: Ability to sing a simple song.	
Music 1—Principles of Music-----	2
Music 6A-B—Voice -----	2
Music 3A-B—Elementary Harmony -----	6
Music 5—Elementary Ear Training-----	2
Upper Division-----	8 units
Music 101—Music Education -----	2
Music 108A-B—Choral Music -----	2
Music 104A-B—History and Appreciation of Music-----	4

Orchestra and Band Instruments.

Lower Division-----	12 units
Prerequisite: Ability to play a stringed or wind instrument.	
Music 1—Principles of Music-----	2
Music 3A-B—Elementary Harmony -----	6
Music 20A-B—Wind and String Instrument Class-----	2
Music 5—Elementary Ear Training-----	2
Upper Division-----	12 units
Music 103A-B—Advanced Harmony -----	6
Music 109A-B—Orchestra -----	2
Music 120A-B—Conducting -----	2

Kindergarten-Primary Music.

Lower Division-----	12 units
Prerequisite: Ability to play simple songs and marches, and to sing in tune.	
Music 3A-B—Elementary Harmony -----	6
Music 6A-B—Voice -----	2
Music 1—Principles of Music-----	2
Music 5—Elementary Ear Training-----	2

	Units
Upper Division-----	6 units
Education 190 (Music K.-P.)—Kindergarten-Primary Music	2
Music 108A—Choral Music -----	1
Music 112—Music Appreciation for Kindergarten-Primary and Kindergarten-Elementary -----	2
Music 113—Music for festivals, plays and pageants-----	1

PHYSICAL EDUCATION DEPARTMENT

MEN AND WOMEN

Harold McDonald Davis, M. A.—Director, Department of Physical Education for Men and Women; Coach football, basketball, tennis.

Winifred Weage Hodgins, M.A.—Director of Physical Education for Women.

Leon Trimble, B.A.—Director Intramural Activities, Coach track, baseball, Assistant Coach Football, basketball.

Gladys Van Fossen, M.A.—Director Intramural Activities for Women; Assistant in Department.

Gertrude Hovey (Part-time)—Instructor Girl Scout Activities.

Calvin McCray, B.A. (Part-time)—Instructor, Boy Scout Activities.

The department of physical education in this college is serving the students in three ways: *first*, it is offering those activity courses which are desirable during their college life and also activities which have recreational value for the remainder of their life; *secondly*, it is offering courses for those students who wish to make the profession of physical education their life work; and *thirdly*, it is preparing all students so that they will be able to teach fundamentals of their activities and arrange the programs which are desirable for kindergarten, elementary school, junior and senior high school.

Fines are imposed for each formal transaction necessitated by failure of the students to comply with the regulations of the department as follows:

- | | |
|---|--------|
| a. Failure to meet appointments for physical examination or efficiency tests ----- | \$1 00 |
| b. Failure to enroll for physical education on or before the date posted for enrollment----- | 1 00 |
| c. Failure to return equipment or clothing on or before the date posted for such return at the end of each semester, sport season or special session of the college, for each 24 hours until the full purchase price of the article has been reached (per day)----- | 1 00 |
| d. Failure to return athletic supplies (balls, bats, etc.) on the date of issue, for each 24 hours until the full purchase price of the article has been reached----- | 1 00 |

1. Requirements for all College Students.

- a. **A medical examination** is required of every student enrolled in the college. Every student in regular standing is required to enroll in *some physical education course during each of his eight semesters in college*. Students recommended *restricted activity* by the medical examiner will be assigned to individual work under the course *Individual Adaptations*. (Physical Education 53 for men, Physical Education 8 for women.)

- b. **Four units of physical education**, taken at the rate of one-half unit per semester throughout the four years of the college course.

There is a definite dividing line between the lower and upper divisions in the physical education department requirements. The work of the lower division is *required* to be taken in prescribed courses, while the work of the upper division is more or less elective.

For Men.—The lower division requirement for the first three semesters may be met by either Physical Education 51A, B, C, or any of the intercollegiate sports in Physical Education 60–66. The fourth semester's requirement for all men is Physical Education 52.

In upper division, the work is elective. Upon completion of the lower division requirements and the passing of proficiency tests in Groups A and B, the student may elect any activity in these groups:

Physical Education 160A-B, Physical Education 161A-B.

Group A.

1. Boxing or wrestling
2. Swimming

Group B. (Choice of any two.)

- | | |
|-------------|---------------------------------|
| 1. Tennis | 4. Archery |
| 2. Golf | 5. Squash |
| 3. Handball | 6. Boating (sail, power, canoe) |

For Women.—The lower division requirement for the first three semesters is met by Physical Education 1A, B, C. The fourth semester course Physical Education 2A is required of all women.

In the upper division, the work is elective. Upon completion of the lower division requirements and the passing of proficiency tests in Groups A and B, the student may elect any activity in these groups: Physical Education 160A-B, Physical Education 161A-B.

Group A.

Swimming

Group B. Skill in any two of the following:

- | | |
|------------|--|
| 1. Tennis | 5. Horseback Riding |
| 2. Archery | 6. Handball, Horseshoes, Badminton,
Deck Tennis, Shuffleboard |
| 3. Boating | |
| 4. Golf | 7. Dancing |

2. Requirements for Graduation with a Major in Physical Education.

Students may obtain simultaneously a B.A. degree with a major in physical education, the special secondary credential in physical education, and a general junior high school credential.

The special secondary credential in physical education enables the student to obtain positions in elementary, junior high and senior high schools, and special positions in the recreation or coaching fields.

General requirements.

Candidates for degrees with a major in physical education must fulfill all the State board and institutional requirements which are set forth on pages 29–37.

Special requirements.

Students desiring to specialize in the field of physical education must be physically sound, and believe in and demonstrate the highest type of leadership.

Units in physical education.

Maximum—Not more than 50 units of the 124 required for graduation may be taken in physical education courses.

Upper division—Not more than 30 units of upper division courses taken in physical education after entering the upper division will be counted toward the B.A. degree.

Minors.

One of the following minors must be selected:

- | | |
|-------------------|-------------------------|
| 1. Art | 5. Industrial Education |
| * 2. English | 6. Music |
| * 3. History | * 7. Science |
| 4. Home Economics | |

Senior transfers.

Students with senior standing at the time of admission to the college by transfer from other institutions, must complete 24 units in residence, 18 of which must be in upper division courses, including at least 12 units in physical education.

Lower division requirements.

Men and Women. (42 or 46 units.)

1. Requirements from departments other than major department.

Physical education majors must fulfill the standard lower division requirements for all candidates for a degree or credential in this college. The student should study the section on lower division, pages 33–34, and consult his adviser as to desirable choices among the offerings in each field.

2. Requirements from major department.

MEN (27 units)	WOMEN (11½ units)
Physical Education 54	Physical Education 11–18
Physical Education 55	Physical Education 2B
Physical Education 56	Physical Education 42
Physical Education 42	
Physical Education 70–76	

* Starred fields are recommended for minors. For the specific requirements in each, see the several departments.

Upper division requirements.

Men and Women.

1. Requirements from departments other than the major. (19 units.)
Education 173
Education 174A-B
Education 175
Education 177
Education 137
Education 191 (junior high)
Education 192 (junior high)
Education 192 (physical education)

2. Requirements from major department.

MEN (17 units)	WOMEN (26 units)
Physical Education 109A-B	Physical Education 113-119
Physical Education 150	Physical Education 121
Physical Education 151	Physical Education 122
Physical Education 152	Physical Education 130
Physical Education 153	Physical Education 150
Physical Education 170-176	Physical Education 151
	Physical Education 174

Credential requirements.

Interpretation of the requirements for the special credential in physical education in terms of the courses offered in this college is as follows :

1. Minimum 16 unit academic requirement is covered in the required courses for the group major.
2. Education requirements covered by the required courses Education 57, 173, 174A-B, 175, 177, 137.

Principles, methods and practice of teaching covered by Education 191, junior high ; 192, junior high, and 192 Physical Education.

Recommended courses in education—Education 117, 139, 178.

3. Special requirement of 15 semester hours selected from four of the following fields :

Biology	Physiology	Psychology
Anatomy	Hygiene	Sociology
	Chemistry	

This requirement is satisfied by all students completing the group major. See following list required in group major.

	Units
Science 60A-B -----	10
Science 50A (Anatomy) -----	3
Science 50B -----	3
Psychology 1 -----	3
Chemistry 1A-B or 2A-B -----	6 or 10
(This may be substituted for Science 60A-B.)	

4. A minimum of 24 semester hours chosen from at least seven of the following:
- a. Principles of Physical Education.
 - b. Technique of Teaching Activities.
 - c. Administration of Physical Education.
 - d. Kinesiology (Applied Anatomy).
 - e. Applied Physiology (Physiology of Exercise).
 - f. Activities of Physical Education.
 - g. Community Recreation.
 - h. Individual Program Adaptations (Corrective Program Adaptations).
 - i. Physical Education Tests and Measurements.
 - j. Health Education.
 - k. Growth and Development of Children. (See education courses, page 55.)

5. **Group majors.**—The following courses are offered at Santa Barbara. Twenty-six units chosen from the starred items are required in satisfaction of the group major.

	Units
*a. Physical Education 150_____	3
*b. Physical Education 170-176_____	2
Physical Education 113-119_____	2
*c. Physical Education 152_____	3
* Physical Education 130_____	3
*d. Physical Education 42_____	2
*e. Physical Education 54_____	1
Physical Education 55_____	1
Physical Education 56_____	3
Physical Education 70-76_____	1
Physical Education 11-18_____	1
*f. Physical Education 109A-B _____	3
*g. Physical Education 122_____	3
* Physical Education 153_____	3
*h. Physical Education 151_____	2
i. Physical Education 41_____	2
j. Education 177_____	2

SUGGESTED UPPER DIVISION PROGRAM WITH A MAJOR IN PHYSICAL EDUCATION FOR MEN

JUNIOR YEAR

First Semester	Units
Education 177—Growth of the Child-----	2
Education 174A—Principles of Junior High School-----	3
Education 175—Educational Psychology -----	3
Physical Education 109A—Scoutercraft -----	1
Physical Education 170—Technique of Teaching Football-----	2
Physical Education 171—Technique of Teaching Basketball-----	2
Physical Education—One unit to be selected from the following:	
Physical Education 70, 71, 75-----	1
Electives -----	3
Second Semester	17
Education 191JH—Introduction to Teaching -----	2
Education 174B—Junior High School Procedure-----	3
Education 192PE—Directed Teaching -----	2
Physical Education 109B—Scoutercraft -----	1
Physical Education 150—Principles of Physical Education-----	3
Physical Education 173—Technique of Teaching Track-----	2
Physical Education—One unit to be selected from the following:	
Physical Education 72, 73, 74, 75, 76-----	1
Electives -----	3
	17

SENIOR YEAR

First Semester	
Education 173—Secondary Education -----	2
Education 192JH—Directed Teaching -----	2
Physical Education 153—Individual Program Adaptations -----	3
Physical Education 174—Technique of Teaching Tennis-----	2
Physical Education—One unit to be selected from the following:	
Physical Education 70, 71, 75-----	1
Electives -----	7
Second Semester	17
Physical Education 152—Administration and Organization of Physical Education -----	3
Education 137—Educational Statistics -----	2
Education 192PE—Directed Teaching -----	2
Physical Education 172—Technique of Teaching Baseball-----	2
Physical Education 175—Technique of Teaching Swimming-----	2
Physical Education—One unit to be selected from the following:	
Physical Education 72, 73, 74, 75, 76-----	1
Electives -----	5
	17

SUGGESTED UPPER DIVISION PROGRAM WITH A MAJOR IN PHYSICAL EDUCATION FOR WOMEN

JUNIOR YEAR

First Semester

	Units
Education 174A—Principles of Junior High School-----	3
Education 175—Educational Psychology -----	3
Education 177—Growth of the Child-----	2
Physical Education 111—Advanced Folk and Clog Dancing-----	1
Physical Education 113—Technique of Hockey and Basketball-----	2
Physical Education 117—Technique of Teaching Swimming-----	2
Electives -----	3
	16

Second Semester

Education 174B—Junior High School Procedure-----	3
Education 192—Directed Teaching -----	2
Education 191—Introduction to Teaching Junior High-----	2
Physical Education 112—Natural Dancing -----	1
Physical Education 114—Technique of Volleyball and Baseball-----	2
Physical Education 121—Physical Examination -----	1
Physical Education 150—Principles of Physical Education-----	3
Electives -----	2
	16

SENIOR YEAR

First Semester

Education 173—Secondary Education -----	2
Education 192—Directed Teaching -----	2
Physical Education 115—Technique of Soccer and Speedball-----	2
Physical Education 119—Technique of Teaching Archery-----	2
Physical Education 122—Theory Individual Program Adaptations--	3
Physical Education 174—Technique of Teaching Tennis-----	2
Electives -----	2
	15

Second Semester

Education 137—Educational Statistics -----	2
Education 192—Directed Teaching -----	2
Physical Education 116—Technique of Teaching Gymnastics-----	2
Physical Education 118—Technique of Teaching Dancing-----	2
Physical Education 130—Administration of Physical Education----	3
Electives -----	5
	16

MINOR IN PHYSICAL EDUCATION

A minor for students who are majoring in other departments and who wish to minor in the department of physical education is as follows:

	Units
Minor in Men's Physical Education -----	18
Lower Division-----	9
Physical Education 56-----	3
Six units selected from any four of the following-----	6
Physical Education 54-----	1
Physical Education 55-----	1
Physical Education 70-76 each-----	1
Upper Division-----	9
Education 192 (Physical Education)-----	2
Physical Education 150-----	3
Physical Education 152-----	2
Education 177-----	2
Minor in Women's Physical Education -----	18
Lower Division-----	6
Physical Education 1A, B-----	1
Physical Education 2A, 2B-----	1
Physical Education 18-----	1
Physical Education 14-----	1
Physical Education 13 or }-----	2
Physical Education 21 or 22 or 23 }	
Upper Division-----	12
Physical Education 118-----	2
Physical Education 160A-B-----	1
Physical Education 161A-B-----	1
Physical Education 130-----	3
Physical Education 150-----	3
Education 192 (Physical Education)-----	2

DESCRIPTION OF PHYSICAL EDUCATION COURSES**MEN—LOWER DIVISION COURSES****Physical Education 41. Health Education (1).**

One period per week will be devoted to health education lecture. These lectures will deal with the various aspects of personal hygiene, community hygiene, school hygiene, physical examinations and problems of the teacher in securing the health attitude of the child; the relation of nutrition to health and the importance of the "Safety First" education. Fall semester.

Physical Education 42. Kinesiology (2). (Open to men and women.)

This is the scientific study of bodily movement. It includes instruction in the principal types of muscular exercise, with discussion as to how they are performed and their relation to the problems of bodily development and bodily efficiency. Prerequisite: Physiology 50A.

Physical Education 51A. Prescribed Physical Education for Freshmen Men (1 $\frac{1}{2}$).

Marching tactics, class formations, elementary apparatus drill, fundamentals of football and basketball. Fall semester.

Physical Education 51B. Elementary Drill in Tumbling and Stunts; Fundamentals of Baseball and Track (1 $\frac{1}{2}$).

Spring semester.

Physical Education 51C. Fundamentals of Speedball, Soccer, Volleyball, Handball, Indoor or Playground Ball and Group Games (1 $\frac{1}{2}$).

Fall semester.

Physical Education 52. Teaching Methods and Class Organization of Physical Education Activities (1).

Class procedure and theory of fundamental activities covered in 51A, B, C. Outlines of programs and arrangement of model lessons for different age groups. Prerequisites: 51A, B, C. Spring semester.

Physical Education 53. Individual Adaptations and Health Education (1).

Required course for those who are assigned to limited activity. The correction of physical abnormalities, treatment of faulty posture, curvatures, weak feet and arches, heart disturbances, overweight and underweight. Fall and spring.

Physical Education 54. Boxing (1).

Theory and art of self-defense; teaching of offense and defense; instruction in footwork, position of body, feinting, development of different leads, blows, and guard position. Spring semester.

Physical Education 55. Wrestling (1).

Modern and scientific methods; the value of wrestling as training for other sports. Methods of offense and defense; mat generalship. Spring semester.

Physical Education 56. The Teaching of Gymnastics and Mass Athletics (3).

Mass tactics in physical education and athletics; methods of class organization and instruction in the conduct of formal work. Elementary marching tactics such as are necessary to facilitate movements in class formations. Value of relays, stunts, tumbling, apparatus in handling different age groups in gymnasium, picnics, etc. Fundamentals of volleyball, handball, badminton, etc. Fall semester.

Physical Education 70. Football (1).

Intercollegiate teams, practice, competition. Fall semester.

Physical Education 71. Basketball (1).

Intercollegiate teams, practice, competition. Fall semester.

Physical Education 72. Baseball (1).

Intercollegiate teams, practice, competition. Spring semester.

Physical Education 73. Track (1).

Intercollegiate teams, practice, competition. Spring semester.

Physical Education 74. Tennis (1).

Intercollegiate teams, practice, competition. Spring semester.

Physical Education 75. Swimming (1).

Intercollegiate teams, practice, competition. Spring semester.

Physical Education 76. Golf (1).

Intercollegiate teams, practice, competition. Spring semester.

MEN—UPPER DIVISION COURSES**Physical Education 102. Community Recreation (2). (Open to men and women.)**

Theory and practice in industrial, school, rural, and adult recreation; playground management and administration. Special programs, leadership of community recreation centers. Presentation of material for above recreation organizations and its use. (Not offered in 1933–1934.)

Physical Education 109A. Scoutcraft (Elementary) (1).

A course intended to familiarize the student with the Boy Scout organization, its objectives and its organization. Actual participation in Scout tests, measurements, and leadership. Assigned readings and problems, together with hikes and field work. Fall semester.

Physical Education 109B. Scoutcraft (Advanced) (1).

Continuation of course 109A, in which merit badge work and more advanced aspects of scouting will be studied. Lectures relating scoutcraft to present-day educational objectives. Each student assigned to a local troop as an assistant scoutmaster. Spring semester.

Physical Education 150. Principles of Physical Education (3).

A course dealing with educational principles of physical education and their relationship to other educational subjects and to life. Relation of basic principles of physical education to economic, political, and social life. A study of the modern trend in physical education tests and measurements. Spring semester.

Physical Education 151. Tests and Measurements in Physical Education (1).

History and development. Types of tests and their aims. Need for and use of physical tests. Classification, placements and administration of physical tests. How to build a test. Prerequisite: Education 137. Spring semester. (Not given in 1933-1934.)

Physical Education 152. Administration of Physical Education in Secondary Schools (3).

Studying the problems involved in a department of physical education in junior and senior high schools. Organization of conferences or leagues; organization of departments in different sized high schools; details such as paper forms, tickets, budgets, buying, managing trips; the correlation of athletic and academic departments. Intramural organization. Medical examinations. Prerequisite: Physical Education 150. Spring semester.

Physical Education 153. Individual Program Adaptations (3).

A teachers' course on how to detect, diagnose, and treat physical abnormalities. Theory of individual and group instruction. Theory and practice of prevention and correction of physical abnormalities among school children and adults. Theories of massage, conditioning, first aid for athletic injuries. Heating appliances and the application of heat; taping and bandaging. Prerequisite: Physiology, Anatomy, Kinesiology. Fall semester.

Physical Education 160A-B. Junior Elective Activity ($\frac{1}{2}$).

Prerequisite: Lower division requirements and passing of proficiency tests. Boxing, Wrestling, Swimming, Tennis, Golf, Handball, Archery, Squash, Boating, Diving. Both semesters.

Physical Education 161A-B. Senior Elective Activity ($\frac{1}{2}$).

Prerequisite: Lower division requirements and passing of proficiency tests. Boxing, Wrestling, Swimming, Tennis, Golf, Handball, Archery, Squash, Boating, Diving. Both semesters.

Physical Education 170. Technique of Teaching Football (2).*

Practice and theory on the field. Individual instruction and practice on each position in backfield and line play, offense and defense. Emphasis on individual play, not on team play. Complete systems of defense and offense, together with correct method of playing each position. Study of different systems. East, West, South, and Middle West. Generalship, signal systems, scouting and rules, all studied from the coach's viewpoint. Fall semester.

Physical Education 171. Technique of Teaching Basketball (2).*

Practice and theory of individual play. Basic fundamentals, passing, shooting, dribbling, stops, turns, etc. Theory of coaching basketball; fundamentals, various offensive and defensive systems, team organization, training and handling of men will be studied from the coach's viewpoint. Fall semester.

Physical Education 172. Technique of Teaching Baseball (2).*

Theory and practice in batting, fielding, base running, and pitching. Fundamentals, team work, coaching, physical condition, and methods of indoor or early practice. Theory practiced under game conditions. Team organization, training and handling of men will be studied from the viewpoint of the coach. Spring semester.

Physical Education 173. Technique of Teaching Track (2).*

Theory and practice in the fundamentals of all track and field events; adaptation to individual peculiarities; rules of competition, and the study of physical condition and its relation to endurance. The promotion, management, and officiating of games and meets. History of track and the Olympic games. Spring semester.

Physical Education 174. Technique of Teaching Tennis (2). (Open to men and women.)

Fundamentals and methods of teaching and playing tennis. Ground and volley strokes. Forehand and backhand drives, forehand and backhand volleys, service, overhead, etc. Singles and doubles play. How to organize and manage tennis meets. Court construction and care. Fall semester.

Physical Education 175. Technique of Teaching Swimming (2).

Elementary swimming and diving, breast, side, trudgeon, crawl, and back strokes. Red Cross life saving and resuscitation. Course is planned not only to teach student to swim the various strokes, but also to be able to teach all the strokes. Spring semester.

Physical Education 176. Technique of Teaching Golf (2).

Instruction through demonstration and student participation supplemented by theoretical discussion of the different strokes. Instruction in the rules and regulations of the game. Organization and administration of tournaments. (Not given in 1933-1934.)

Education 192 (P. E.). Directed Teaching (2-2).

See education courses, page 57.

* Credit not given in these courses unless student is taking or has had P. E. 70, 71, 72, 73, respectively.

WOMEN'S PHYSICAL EDUCATION**LOWER DIVISION COURSES****Physical Education 1A-B. Physical Education Activities for Freshmen Women ($\frac{1}{2}$ - $\frac{1}{2}$).**

A course giving simple technique and skill in:

Fall semester—Free exercises, stunts, running and team games, sports, as soccer, speedball, hockey, basketball.

Spring semester—Free exercises, dancing, games, sports, as volleyball and baseball.

Physical Education 2A. Physical Activities for Sophomore Women ($\frac{1}{2}$).

Simple technique and skill in dancing, stunts, games, sports, as soccer, basketball. Fall semester.

Physical Education 2B. Theory and Practice in the Organizing and Leading of Groups in Activity ($\frac{1}{2}$).

Prerequisite: 1A, B, 2A. Spring semester.

Physical Education 8. Individual Program Adaptation ($\frac{1}{2}$).

Students physically unable to enter regular classes may substitute this course. It is recommended that regular work be resumed as soon as possible. Either semester.

Physical Education 11A-B. Activity for Freshman Physical Education Majors (1-1).

Sports: Games of low organization; elementary folk dancing.

Fall semester—Hockey, basketball.

Spring semester—Volleyball, baseball.

This course alternates with Physical Education 12A-B. Course 11A-B and 12A-B are intended to give the students opportunity to acquire skill in the activities included. (Not given in 1933-34.)

Physical Education 12A-B. Activity for Sophomore Physical Education Majors (1-1).

Sports: Games of low organization; elementary clog dancing.

Fall semester—Soccer, speedball.

Spring semester—Archery, handball, horseshoe pitching, tennis.

Physical Education 13. Gymnastic Activities (1).

This includes practice in apparatus, free exercise, marching, pyramid building, stunts and tumbling. Spring semester.

Physical Education 14. Elementary and Intermediate Swimming (1).

Fall semester.

Physical Education 15. Scouting (1).

Girl Scout leadership course, conducted by a leader from the Girl Scout organization. Fall semester.

Physical Education 21. Hockey and Basketball ($\frac{1}{2}$).

Practice and class competition. Fall semester.

Physical Education 22. Volleyball and Baseball ($\frac{1}{2}$).

Practice and class competition. Spring semester.

Physical Education 23. Soccer and Speedball ($\frac{1}{2}$).

Practice and class competition. Fall semester.

Physical Education 42. Kinesiology (2).

For description, see physical education courses for men, page 108.

UPPER DIVISION COURSES**Physical Education 113-19. Technique of Teaching Sports (2 units each).**

115. Soccer, speedball. Fall semester.

114. Volleyball, baseball. Spring semester.

119. Archery, handball, horseshoe. Fall semester.

117. Swimming. Fall semester.

113. Hockey, basketball. Fall semester.

116. Gymnastic activities. Spring semester.

118. Dancing. Spring semester. Prerequisite: 17 and 18.

In each course a brief historical review of the particular activity is given, an analysis of fundamentals, methods of officiating with opportunity for practice, care of equipment, and discussion of other problems relative to each situation. Prerequisite: Skill in the particular sport.

Physical Education 121. Physical Examinations (1).

A laboratory course applying the theories of examination with discussion of problems which arise from actual situations. Prerequisite, or parallel, Education 177. Spring semester.

Physical Education 122. Theory of Individual Program Adaptation (3).

A study of the physical conditions and deviations found in schools and methods of correction, or adaptation of the activity to the individual's need. Fall semester.

Physical Education 130. Administration of Physical Education (3).

Problems of organization and administration of physical education for women. Spring semester.

Physical Education 150. Principles of Physical Education (2).

For description, see physical education for men, page 110.

Physical Education 151. Tests and Measurements in Physical Education (2).

For description, see physical education for men, page 110. (Not given in 1933-34.)

Physical Education 160A-B. Junior Elective Activity ($\frac{1}{2}$ - $\frac{1}{2}$).

In the junior year the following two tests are given and must be passed before the privilege of election may be secured:

A—Swimming.

B—Skill in any two of the following:

Tennis

Golf

Archery

Horseback riding

Boating

Dancing

Combination of deck tennis, badminton, handball,
horseshoe pitching, shuffleboard.

Physical Education 161A-B. Senior Elective Activity ($\frac{1}{2}$ - $\frac{1}{2}$).**Education 192 (Physical Education). Directed Teaching (2-2).**

Two additional units of directed teaching are required in the minor.
See courses in education, page 57.

PSYCHOLOGY AND PHILOSOPHY

PSYCHOLOGY

Elizabeth L. Bishop, Ed.D.

Psychology 1. General Psychology (3).

A beginning course in general psychology which aims to introduce the student to the methods and techniques of psychological study, and to current theories concerning basic psychological principles. Lectures, demonstrations, class discussions and recitations are used.

Given in the sophomore year. A college course in biological science, preferably physiology, is strongly recommended as prerequisite. Offered fall and spring semesters.

Psychology 10A-B. Applied Psychology (3-3).

An elective course will be offered in alternate years covering some applied aspects of psychological principles. Animal psychology, social psychology, business psychology, are suggested as types of work which will from time to time be offered. Prerequisite: Psychology 1, or equivalent. (Not offered in 1933-34.)

PHILOSOPHY

Lewis C. Carson, Ph.D.

Philosophy 4A. History of Philosophy (3).

The development of philosophical ideas from the early Greek period to Neo-Platonism.

The two courses in the history of philosophy are intended to be taken in succession, but either may profitably be taken by itself. They are designed to give the student some grasp on fundamental philosophical problems and to aid him in adjusting himself to his physical, mental, and moral environment.

Philosophy 4B. History of Modern Philosophy (3).

The course of philosophic thought from the beginning of the Christian era down to modern times. See note under Course 4A.

SCIENCE DEPARTMENT

Hazel Severy, M.A.
Earl Walker, M.A.
William Peters, M.A.
Agnes G. Plate, M.A.
Harrington Wells, M.A.

PHYSICAL SCIENCE

CHEMISTRY

LOWER DIVISION COURSES

Science 1A-B. General Inorganic Chemistry (3-3).

Comprising a systematic treatment of elementary principles and of the properties of the more important elements and their compounds. Open to all students.

Two lectures and one laboratory period a week.

Science 2A-B. General Inorganic Chemistry (5-5).

Prerequisite: Any two of the following: high school chemistry, physics, trigonometry or grade of "A" in high school chemistry.

Three lectures and two laboratory periods a week.

Science 5A-B. Organic Chemistry (3-3).

Prerequisite: 1A and 1B or 2A and 2B.

Study of different carbon series, fats, carbohydrates, proteins, benzene compounds, and dyes.

Two lectures and one laboratory period a week.

Prerequisite: Six units of inorganic chemistry in college.

Science 6. Shop Chemistry (3).

This course will include an elementary study of the reactions involved in the production and use of such materials as metals, alloys, building materials, paints, oils, cement, fuels, etc. For students in industrial education who have credit in Chemistry 1A or 2A.

Two lectures and one laboratory period a week.

UPPER DIVISION COURSES

Science 100. Physiological Chemistry (3).

Study of the chemical composition and action of the tissues and secretions of the human body, the digestion of foods and the elimination of waste products. Open to students who have completed Courses 1 or 2 and 5.

Two lectures and one laboratory period a week.

Science 101A-B. Food and Textile Chemistry (2-2).

Prerequisite: Course 1 or 2 and 5.

This course takes up the physical and chemical laws, composition and purity of foods and textile fibers.

Two lectures and one laboratory period a week.

Science 102. Advanced Textile Chemistry (2).

Not given in 1933-34.

Science 103. Science of Dyes and Dyeing (2).

One lecture and one laboratory period a week.

Science 105A-B. Quantitative Analysis (3-3).

Introductory training in the methods of quantitative analysis of various materials, acids, bases, salts, alloys, and minerals. Open to those who have completed Courses 1A, 1B, and 5A or 2A and 2B.

One lecture and two laboratory periods per week.

Science 115. Science for Junior High School (3).

Covers the different phases of junior high school general science; includes study of subject matter, sources of subject matter, use of field and laboratory work, equipment and texts.

Prerequisites: 6 units of physics, 3 units of chemistry and 3 units of a biological science.

Science 180. Advanced Problems in Physical Science (1-3).

Hours and credit by arrangement.

PHYSICS

LOWER DIVISION COURSES

Science 20A-B. General Physics (3-3).

Prerequisites: High school physics or chemistry, trigonometry; $1\frac{1}{2}$ years, high school algebra.

Definitions, conversion factors, problems, formulae covering mechanics, molecular physics, heat, and sound.

UPPER DIVISION COURSES

Science 121. Advanced Physics (3).

Electricity, magnetism, sound, and light.

Two lectures and one laboratory period per week.

Prerequisites: Science 20A-B, 2A-B.

BIOLOGICAL SCIENCE

LOWER DIVISION COURSES

Science 40A-B. General Botany (4-4).

Fundamentals of the morphology and physiology of seeds, roots, stems, leaves, flowers, and fruits. An introduction to the principles of plant taxonomy. Lectures, laboratory and field work in close correlation.

Two lectures and two laboratory periods a week.

Science 50A-B. Elementary Physiology (3-3). Science 50A (Anatomy).

A general study of the structure and functions of the body with special reference to muscles, nervous system, sense organs, circulation, respiration, digestion, excretion, and metabolism. Designed for students in physical education, industrial education, and those desiring to major in physiology. Prerequisites: For majors in physiology—chemistry or physics; preliminary work in biological science is recommended. For students from other departments—chemistry, physics and biological science are recommended.

Two lectures and one laboratory period per week.

Science 51A-B. Elementary Physiology and Bacteriology (3-3).

An elementary course designed for home economics students. It includes a general study of the structure and functions of the body as in the course 50A-B. The work is so arranged that in addition to physiology the second semester includes nine weeks of bacteriology. During this time a brief consideration of the morphology and physiology of the more important types of nonpathogenic yeasts, molds, and bacteria is undertaken, together with practice in the laboratory technique necessary for such study. Especial attention will be given those organisms concerned with dairy and food bacteriology, soil fertility, sanitation, etc. Preliminary courses in chemistry and biological science are recommended.

Two lectures and one laboratory the first semester, and one lecture and two laboratories the second semester.

Science 60A-B. General Zoology (5-5).

The study of representatives of the principal groups of animals. Lectures, laboratory, museum and field work. A thorough foundation in the classification, structure, ecology, and economic importance of animal types.

Three lectures and two laboratory periods a week.

Science 65. Introductory Zoology (3).

A practical general survey of the animal kingdom, emphasis being laid upon types of economic and civic importance.

Two lectures and one laboratory period per week. Spring semester.

UPPER DIVISION COURSES

Science 150. Advanced Physiology (3).

A laboratory course which treats the functions of the body in greater detail than was possible in the elementary course 50A-B. Special emphasis will be given the fundamental phenomena and their interpretation. The plan of the course will be flexible to meet the needs and interests of the students. Prerequisite: 50A-B. Previous courses in chemistry or physics.

One laboratory and two lecture periods per week. Fall semester.

Science 155. Bacteriology (3).

A laboratory and lecture course covering the morphology, physiology and methods of handling microorganisms. Representatives of the most important forms of bacteria, yeasts, and molds will be studied with emphasis on their relationship to soil fertility, dairy products, sanitation, and industries. The importance and nature of pathogenic forms in disease production will be considered. Prerequisite: One or more courses in biological science and a knowledge of chemistry.

One lecture and two laboratory periods per week. Spring semester.

Science 160. Nature Study (3).

The biological phases of the kindergarten and elementary curricula. Correlation of subject matter and grade continuity of science instruction, sources of material, laboratory technique, and field ecological studies are among the topics of investigation.

Recommended for students desiring a minor in biological science, as well as for kindergarten-primary and elementary teachers-in-training.

Prerequisites:

1. Biological minor group—either Botany 40A-B or Zoology 60A-B.
2. Teacher-training group—Botany 40A, Physiology 50A, and Zoology 65.

Three lecture periods per week. Spring semester.

Science 170. Principles of Biology (3).

An advanced course. The distribution, behavior, characteristics, and evolution of plants and animals, including man; leading to generalizations of biological theory and principle. Lectures, museums, and individual field investigations. Open to students who have had a year's work in botany, zoology or physiology.

Three lecture periods a week. Fall semester.

Science 181. Advanced Problems in Biological Science (1-3).

Hours and credit by arrangement.

MINORS IN SCIENCE

Zoology *

	Units
Lower Division-----	14 units
Zoology 60A-B-----	10
Botany 40B-----	4
Upper Division-----	6 units
Science 160-----	3
Science 170-----	3

Botany *

Lower Division-----	11 units
Botany 40A-B-----	8
Zoology 65-----	3
Upper Division-----	6 units
Science 160-----	3
Science 170-----	3

Physiology

Lower Division-----	12 units
Science 1A—General Inorganic Chemistry-----	6
Science 50A-B—Physiology-----	6
Upper Division-----	6 units
Science 150—Advanced Physiology-----	3
Science 170—Principles of Biology, or	
Science 155—Bacteriology-----	3

Chemistry

Lower Division-----	12 units
Science 1A-B—General Inorganic Chemistry, or	
Science 2A-B—General Inorganic Chemistry-----	6
Science 5—Organic Chemistry-----	6
Upper Division-----	7 units
Science 100—Physiological Chemistry, or	
Science 105A—Quantitative Analysis-----	3
Science 101A—Food Chemistry-----	2
Science 101B—Textile Chemistry-----	2

* These minors are set up on the assumption that the student has had chemistry or physics in high school. Students who do not present credit in high school chemistry or physics will, in addition to the lower division requirements outlined above, complete Science 1A, *Elementary Inorganic Chemistry*, 3 units, or Science 20A, *Elementary Physics*, 3 units.

Minor—General Science for Junior High School

	Units
Lower Division-----	12 units
Science 20A-B—Physics -----	6
Science 1A—Chemistry -----	3
Science 50A—Physiology -----	3
Upper Division-----	6 units
Science 115—Science for Junior High School-----	3
Science 121—Advanced Physics -----	3

Suggested Program in Natural Science for Kindergarten-Primary and
Elementary Teachers-in-Training

First year—Botany 40A, fall semester; Zoology 65, spring semester.
Second year—Physiology 50A; also 50B as an elective if desired.
Third year—Science 160—Nature Study.

SOCIAL SCIENCE DEPARTMENT

William H. Ellison, Ph.D.
Lewis C. Carson, Ph.D.
Raymond G. McKelvey, M.A.
H. Edward Nettles, Ph.D.
Mildred C. Pyle, M.A.

HISTORY MAJOR

1. General Requirements for Graduation with a Major in History.

Candidates for degrees with a major in social sciences must fulfill all the State board and institutional requirements which are set forth on pages 29-37.

2. Specific Requirements for History Majors.

	Units
a. <i>Foreign language</i> requirement-----	15
b. <i>Social science</i> requirements in lower division-----	12

These must include History 2A-B or 3A-B, and Political Science 1A-B or Geography 1 and 2 or Economics 1A-B or Sociology 1A-B. Students who have not had at least two years of European history in high school must take History 2A-B.

History 2A-B is designed especially for freshmen, but is open to sophomores. History 3A-B is designed for sophomores and is not open to freshmen.

Political Science 1A-B or Geography 1 and 2 or Sociology 1A-B may be taken in the freshman year. Economics 1A-B is a sophomore subject and is not open to freshmen except in special cases, and only after consultation with the head of the social science department.

Course in American Institutions.

Political Science 1B (or its equivalent) must be completed by all candidates for the degree of B.A., except those who complete History 102A-B.

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|--|----------|
| c. <i>Maximum units</i> which may be taken in history----- | 40 units |
| d. <i>Courses in education.</i> | |

At least 12 units of professional courses in education must be completed by students in the presecondary teachers' course, or at least 18 units in professional courses in education including not less than four units in directed teaching in the junior high school teachers' course.

Minor.

Each candidate for graduation with a major in history must complete a minor in a subject usually taught in high school.

e. *Academic list of courses.*

At least 112 units offered for the degree of B.A. with history as a major must be chosen from the following list of courses, and the 40 units in upper division courses required in the upper division must be selected from the same list:

Art. All courses.

Education 57, 117, 136A-B, 137, 170X, 173, 175, 176, 178, 174A-B-C, 177.

English. All courses.

Foreign languages. All courses.

Home economics. All courses.

Industrial Education 1, 2, 3, 102.

Mathematics 1, 2, 3A-B, 4A-B, 5A-B.

Music. All courses.

Physical education. All courses.

Psychology and philosophy. All courses.

Science. Chemistry 2A-B, 5, 92; Physics 20A-B, 2A-B, 21A-B; Botany 40A-B; Zoology 60; Physiology 50A-B.

Social science. All courses.

f. *Additional year course.*

At least six units in one of the following groups:

- (1) Foreign language (additional to e).

This may be satisfied in whole or in part in the high school, provided the language be Latin.

- (2) Mathematics: Plane trigonometry, spherical trigonometry, plane analytic geometry, college algebra, introduction to calculus.

This may be satisfied partly in the high school.

- (3) Philosophy.

g. *Upper division work.*

- (1) Units required in upper division:

Sixty to 64 of the 124 units required for graduation must be completed after the student has been admitted to upper division.

Forty units of work done by upper division students must be in strictly upper division courses.

Maximum history units allowed toward B.A. degree after student has attained upper division standing will be 30 units.

Twenty-four units of upper division work in history are required. Of the 24 units, six must be in European history and six in United States history. Six units of the 24 may be taken in political science or in economics.

The head of the department must be consulted by history major students in making out programs.

(2) Senior transfers to the college.

Students with senior standing at the time of admission who transfer to the college from other institutions must complete at least 18 units in upper division courses, including at least 12 units in history, but no student may be graduated from the college on less than 24 units done in residence.

(3) Scholarship in the department.

The student must attain an average grade of C (one grade point per unit) in all courses offered as a part of the 24-unit major.

Students who fail in the lower division to attain an average of one grade point for each unit of work taken in the social science department may, at the option of the department, be denied the privilege of a major in the department.

MINOR IN HISTORY

Lower division-----	12 units
History 2A-B—History of Western Europe, or	
History 3A-B—History of the Americas, or	
History 5A-B—History of England-----	6
Political Science 1A-B—Government, or	
Economics 1A-B—Economics, or	
Sociology 1A-B—Sociology, or	
Geography 1A-B—Geography -----	6

Upper division-----	9 units
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Nine units of any upper division history. History 2A-B or History 3A-B or History 5A-B is prerequisite for all upper division history courses or political science courses. Political Science 1B fulfills the State requirements in Constitution and American ideals. A student taking a minor in history may satisfy this requirement by taking History 102A-B as six of the nine units of upper division history.

ECONOMICS

LOWER DIVISION COURSES

Economics 1A. Principles of Economics (3).

A general course in the principles of economics.

Economics 1B. Applied Economics (3).

Application of the principles of economics, and a study of important problems of the economic world.

UPPER DIVISION COURSES

Economics 101. Labor Problems (3). (Not given in 1933–1934.)

Economics 105. Problems of Modern Industrialism (3). (Not given in 1933–1934.)

Economics 142 (I. E.). Study of Occupations (2).

A survey of the fields of human occupations and a study of opportunities and requirements in these fields.

GEOGRAPHY**Geography 1A. Fundamentals of Modern Geography (3).**

A development of the underlying principles of human geography through a study of the main features of the physical environment in their relationship to man's life and activities, particularly as exemplified in type regions.

Geography 1B. Regional and Economic Geography (3).

Prerequisite: Geography 1. A study of selected regions with wide application of the principles of human and economic geography.

HISTORY**LOWER DIVISION COURSES****History 2A-B. History of Western Europe (3-3).**

The development of western civilization from the eve of the Protestant Revolt to the present time. A study of the political, economic, and social background of present-day civilization.

History 3A-B. History of the Americas (3-3).

A survey of the history of the Americas from the periods of discovery and colonization to the present time. Emphasis is placed upon factors and relationships which have significance for the whole western hemisphere.

History 5A-B. History of England (3-3).

A survey of the political, constitutional, economic, and cultural history of the British Isles.

UPPER DIVISION COURSES

Prerequisite for all upper division courses: History 2A-B or 3A-B or 5A-B, or an equivalent at the option of the instructor.

History 102A-B. History of the United States (3-3).

A study of the political, social, and constitutional history of the United States.

History 111A-B. Modern European History Since 1815 (3-3).

A study of European political and social development and world relationships from the Congress of Vienna to the present day.

History 125. Renaissance and Reformation (3).

Intellectual and religious developments of the fifteenth and sixteenth centuries and their significance. (Not given in 1933-1934.)

History 130. History of the Middle Ages (3).

(Not given in 1933-34.)

History 131. History of the British Empire (3).

The rise and development of the British Empire. The story of British expansion.

History 142. History of Latin America (3).

A study of the rise and progress of the Latin American nations.

History 151. History of the Pacific Ocean Area (3).

A survey of the activities of European peoples and of the United States in the Pacific Ocean and adjacent regions. A study of the struggle for political and economic leadership in the past, together with consideration of the present situation and problems in the area.

History 155. History of American Diplomacy (3).

A study of the foreign relations of the United States. (Not given in 1933-34.)

History 162. Representative Men and Women (3).

A biographical approach to United States history. (Not given in 1933-34.)

History 165. History of the Civil War and Reconstruction (3).

History of the United States from 1852 to 1877. Enrollment is limited to 12 students admitted on the basis of scholarship and interest. The Lincoln Library is the laboratory and classroom for the work of the course.

History 171. History of the United States in Recent Decades (3).

Political, economic, and social development of the United States from 1876 to the present time. (Not given in 1933-34.)

History 175. History of American Expansion (3).

A study of the expansion of American territory, commerce, and influence both in North America and throughout the world since 1783. (Not given in 1933-34.)

History 180. Industrial History of the United States (3).

A study of the economic development and industrial history of the United States. (Primarily for students in industrial education.)

History 185. History of California (3).**History 190. Historical Method and Historiography (2).**

Required of all history majors in the junior year.

History 191. Junior High School Social Science (3).

To be taken in the junior year by prospective teachers in junior high school social science.

Not acceptable as part of history major or minor requirements.

POLITICAL SCIENCE

LOWER DIVISION COURSES

Political Science 1A. Government (3).

A comparative study of the governments of Great Britain, France, Switzerland, Germany, and Russia.

Political Science 1B. Government (3).

A study of the Constitution and Government of the United States. This course satisfies the State requirement in Constitution and American ideals, and is required of all students.

Political Science 99. American Institutions (2).

The fundamental nature of the American constitutional system and of the ideals upon which it is based. *Given in summer school only.*

UPPER DIVISION COURSES

Political Science 121. International Relations 1 (3).

Imperialism.

Political Science 122. International Relations II (3).

International organizations.

SOCIOLOGY

LOWER DIVISION COURSES

Sociology 1A-B. Elements of Sociology (3-3).

A study of the underlying principles of society with application to present-day problems.

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